

A REFLECTIVE ACCOUNT OF FACILITATOR PRACTICE IMPROVEMENT IN A LEADERSHIP DEVELOPMENT PROGRAMME IN THE TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) SECTOR



by
TANIA BERNADETTE ADAMS

Higher Diploma in Education (HDE), BEd. (Honours),
MPhil (Education and Training for Lifelong Learning) *cum laude* (US)

UNIVERSITEIT
STELLENBOSCH
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Supervisor: Prof BL Frick
Co-supervisor: Dr RM Albertyn

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DECLARATION

By submitting this dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Tania Bernadette Adams
March 2018

ABSTRACT

The purpose of this study was to facilitate transformative learning, essential to address the need for leadership capacity building in the South African Technical Vocational Education and Training (TVET) College Sector. The underlying research approach used to guide and operationalise the study was the Living Educational Theory (LET) within an action research methodology. The action research study was concerned with the development of epistemological understanding of how to facilitate transformative learning in practice within a leadership development intervention. Moreover, the study proposed recommendations for other novice facilitators on epistemological development of transformative learning practice. The empirical part of this study was conducted over a five-year period. True to the nature of action research, a cyclical process was followed. The study consisted of three action research cycles.

The focus of the first action research cycle was to facilitate a transformative learning model to help leaders change perspectives about leadership challenges in the TVET sector. The sample included sixty-one (61) participants, who signed up for the leadership development workshop on a voluntary basis. Data collection methods for Cycle 1 included participant reflection journals; workshop evaluation forms; audio recordings and transcripts of these recordings from informal interviews conducted during the workshops; independent participant evaluation and practitioner-researcher reflection journals. Reflective learning was facilitated in Cycle 2. Participants were encouraged to engage in a deeper level of reflective learning, which was not achieved during the first cycle, with five participants taking part in reflective learning activities. Data collection methods for Cycle 2 were transcripts from audio recordings derived from semi-structured interviews and practitioner-researcher reflection journals. The third cycle involved the participants from the previous cycle, who were engaged in reflective dialogue and action activities. The facilitation process concluded the final two quadrants in the transformative learning model. In the third cycle, data were collected through a focus group activity that was audio-recorded during the workshop and participant evaluation forms.

This study is significant as no study could be found, where transformative learning was facilitated in leadership development in the TVET sector in South Africa. This study addressed such research gap and proposed a transformative capacity-building framework to build leadership capacity in the TVET sector in South Africa. This study explored the developmental learning experiences of a novice facilitator of transformative learning in South Africa. My original contribution is a transformative professional development framework that demonstrated how a novice facilitator of transformative learning developed an epistemology of practice. In conclusion, the study recommends that transformative learning theory be integrated into leadership development aimed at the individual transformational capacity building of the leadership in the TVET sector.

OPSOMMING

Die doel van hierdie studie was om transformatiewe leer te fasiliteer, wat noodsaaklik was om die behoefte aan leierskap kapasiteitsbou in die Suid-Afrikaanse Tegniese Beroepsonderwys en Opleiding (TBOO)-Kollege Sektor aan te spreek. Die onderliggende navorsingsbenadering wat gebruik was om die studie te operasionaliseer was die Lewende Opvoedkundige Teorie (LOT) binne 'n aksie navorsingsmetodologie. Die aksie navorsingstudie het ten doel die ontwikkeling van epistemologiese begrip van hoe om transformatiewe leer in die praktyk binne 'n leierskap ontwikkeling intervensie te fasiliteer. Verder het die studie aanbevelings vir ander beginner fasiliteerders op die epistemologiese ontwikkeling van transformatiewe leer in praktyk voorgestel. Die empiriese deel van hierdie studie is oor 'n tydperk van vyf jaar uitgevoer. Getrou aan die aard van aksienavorsing, was 'n sikliese proses gevolg.

Die studie het uit drie aksienavorsing siklusse bestaan. Die fokus van die eerste aksienavorsing siklus was om 'n transformatiewe leermodel as implimenteringsraamwerk te fasiliteer om leiers te bemagtig aangaande perspektiewe oor leierskap uitdagings in die TBOO-Kollege sektor. Die teikengroep het een en sestig (61) deelnemers ingesluit, wat op 'n vrywillige basis aan die leierskap werksinkels deelgeneem het. Data-insamelingsmetodes vir Siklus 1 het deelnemer refleksie joernale; werksinkel evalueringsvorms; klankopnames en transkripsies van hierdie opnames van informele onderhoude gevoer tydens die werksinkels; onafhanklike deelnemer evaluering en praktisyn-navorsing refleksie joernale, ingesluit. Reflektiewe leer is in Siklus 2 gefasiliteer. Vyf deelnemers is aangemoedig om in reflektiewe leeraktiwiteite deel te neem en in 'n dieper vlak van reflektiewe leer betrokke te raak, wat nie bereik is tydens die eerste siklus nie. Data-insamelingsmetodes vir Siklus 2 was transkripsies van klank opnames, afgelei vanaf semi-gestruktureerde onderhoude asook praktisyn-navorsing refleksie joernale. Die derde siklus, het die deelnemers van die vorige siklus ingesluit, wat betrokke was by reflektiewe dialoog en aksie aktiwiteite. Die fasiliteringsproses is met die laaste twee kwadrante in die transformatiewe leer model afgehandel. In die derde siklus, is data deur 'n fokusgroep aktiwiteit ingesamel, wat klank-opnames tydens die werksinkel en deelnemer evalueringsvorms ingesluit het.

Hierdie studie is baie insiggewend deurdat geen studie in Suid-Afrika gevind kon word, waar transformatiewe leer in die ontwikkeling van leierskap in die TBOO-sektor gefasiliteer was nie. Die studie het sodanige navorsing gaping aangespreek en stel 'n transformerende kapasiteitsbou raamwerk voor om leierskap kapasiteit in die TBOO-sektor in Suid-Afrika te bou. Hierdie studie ondersoek die ontwikkelingsbehoefte en leerervarings van 'n beginner fasiliteerder van transformatiewe leer in Suid-Afrika. My oorspronklike bydrae is 'n professionele transformatiewe ontwikkelingsraamwerk wat demonstreer hoe 'n beginner fasiliteerder van transformatiewe leer 'n epistemologie van die praktyk ontwikkel. Ten slotte, beveel die studie aan dat die transformatiewe

leerteorie in die ontwikkeling van leierskap geïntegreer word, wat daarop gemik is om die individuele transformasie-kapasiteitsbou van die leierskap in die TBOO-sektor te bevorder.

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Reflective thought that guided my epistemology of practice...



“How can I challenge others to a transformed perspective without being open to a transformative process myself?”

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LIST OF ACRONYMS

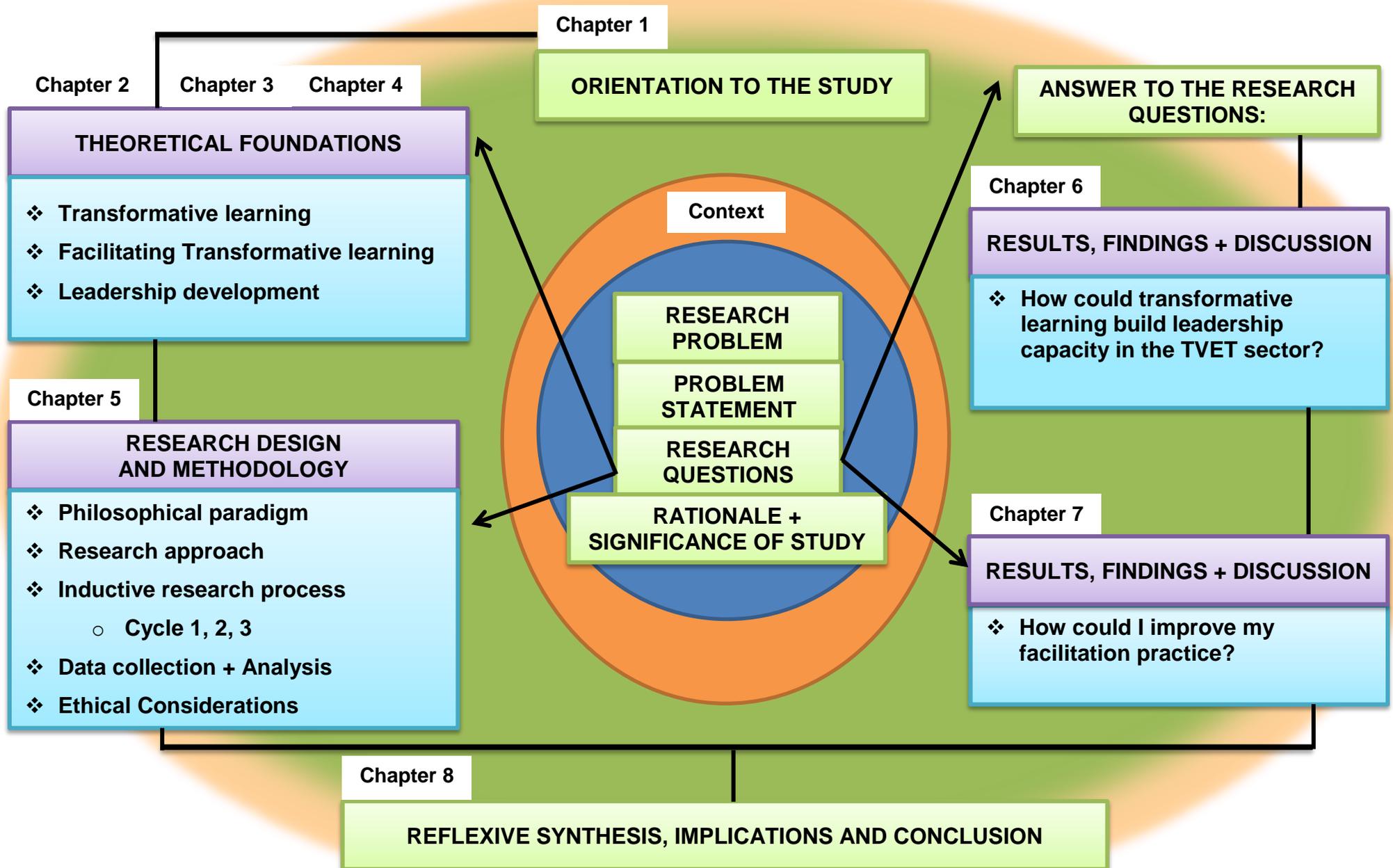
TVET:	Technical and Vocational Education and Training
DHET:	Department of Higher Education and Training
LET:	Living Educational Theory
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
FET:	Further Education and Training
NQF:	National Qualifications Framework
NATED:	National Accredited Technical Education Diploma
NC(V):	National Certificate (Vocational)
NDP:	National Development Plan
HEA:	Higher Education Act
NSFAS:	National Student Financial Aid Scheme Act
AET:	Adult Education and Training
FETC:	Further Education and Training Colleges
SDL:	Skills Development Levies
NEPA:	National Education Policy Act
EEA:	Employment of Educators Act
SACE:	South African Council for Educators Act
GENFETQA:	General and Further Education and Training Quality Assurance Act
HRDC:	Human Resource Development Council
CMC:	Core Management Competencies
HRDCSA:	Human Resource Development Council of South Africa
PERs:	Performance and Expenditure Reviews
SAFETLI:	South African Further Education and Training Leadership Initiative
SFE:	Skills for Employability
IHRDP:	Integrated Human Resource Development Plan
SAPS:	South African Police Service
ERIC:	Educational Resource Information Centre

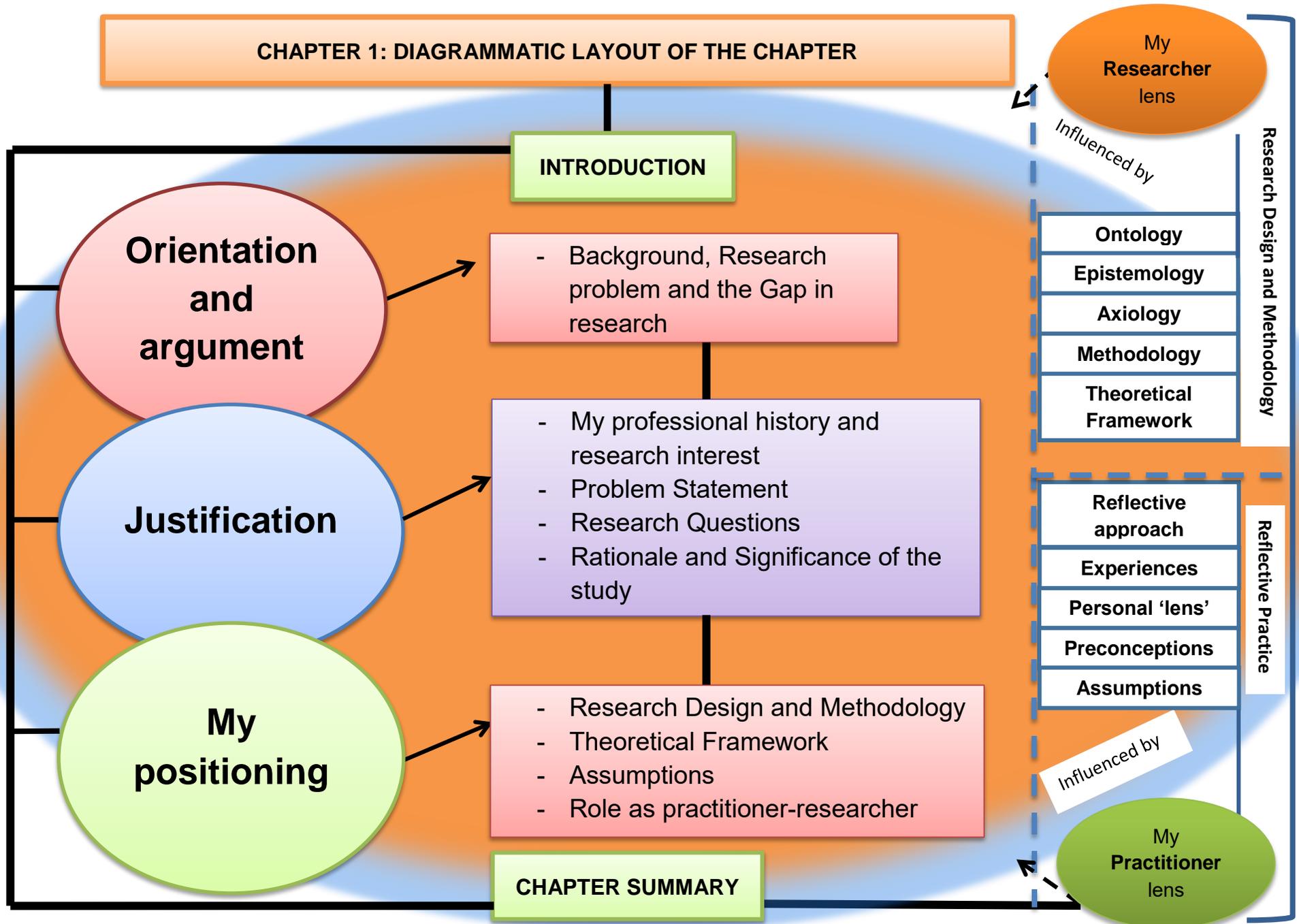
A GUIDE TO THE READER: REFLECTIVE CONSIDERATIONS DURING MY DOCTORAL JOURNEY

To provide insight into my doctoral journey and guide the reader through my doctoral dissertation, I provide a list of reflexive considerations made throughout my research journey.

Did I regard Chapter 1 as the engine that drives the rest of the document, which therefore needs to provide a complete empirical argument, which describes the background of the problem; statement of the problem and purpose of the study?	Ch. 1
Arising from the background of the problem, is the exact gap in the knowledge stated that highlights the need for this study?	Ch. 1
Did I consider the purpose of the study that identifies the research design?	Ch. 1
Did I describe the significance of this study and summarised, who will be able to use the knowledge to make better decisions and improve policy and practice to fill the gap in knowledge?	Ch. 1
Did I consider the primary research question as the basis for data collection, which arises from the purpose of the study?	Ch. 1
In terms of the research design, is the summary of the methodology described, which includes a brief outline of three things: (a) the participants; (b) the instrumentation used to collect data, and (c) procedure that will be followed?	Ch. 1
Did I briefly discuss the assumptions, limitations and scope of the study?	Ch. 1
Did I provide an overview of the theoretical framework as foundational theory that is used to provide a perspective, upon which the study is based?	Ch. 2, 3, 4
Was I able to summarise, critically analyse, compare and synthesise prior research to form the foundation for my current research?	Ch. 2, 3, 4
What have I learned from previous research and how do I position myself in relation to current discussions?	Ch. 2, 3, 4
Through the review of published research, could I prove that no one has studied the gap in knowledge outlined in Chapter 1?	Ch. 2
Did I cite major conclusions, findings and methodological issues related to the gap in literature?	Ch. 2
Did I consider the research design to structure the research and show how all the major parts of the research project work together to address the central research questions in my study?	Ch. 5
Are the components of the methodology chapter addressed, which include the research design; setting and participants; instrumentation; procedure; data collection and analysis; ethical considerations; validity criteria?	Ch. 5
Whitehead's (2009) Living Educational Theory (LET) of action research suggests that the researcher provide an account of the educational influence of the research on the researcher (myself), as well as on others, as a result of the research. Did I provide statements of the results, findings and the discussion of these results?	Ch. 6, 7
Did I assess the meaning of the results by evaluating and interpreting? Did I cite studies from my literature review chapters for comparison and contrast with the results?	Ch. 6, 7
Did I consider the conclusion and relate these directly to my research question? Do they represent the contribution to the knowledge? What is my reflexive opinion concerning the research study?	Ch. 8
Did I make recommendations for further study in terms of theory, policy and practice?	Ch. 8
Did I consider my original contribution to the field of knowledge? Did I motivate how my original contribution to the field of knowledge is positioned within a knowledge gap and how this contribution adds value to the current body of knowledge?	Ch. 8

DIAGRAMMATIC ROADMAP OF THE WHOLE DISSERTATION
UNFOLDING STORY: HOW THE SENSE OF ARGUMENT DEVELOPED THROUGH THE RESEARCH PROCESS





CHAPTER 1: ORIENTATION TO THE STUDY

1.1 INTRODUCTION: SETTING THE SCENE

In November 2012, the Department of Higher Education and Training (DHET) announced the need for leadership development in the South African Technical and Vocational Education and Training (TVET) sector. The Minister of the Department of Higher Education and Training introduced a turnaround strategy to address the emerging challenges facing the sector as highlighted in media reports (Daily News, November 2012). Due to my research interest in the transformative learning theory, I believed the transformative learning theory had the potential to build and enhance the capacity of leaders in the TVET sector from the inside out. Jack Mezirow (1923-2014) introduced the theory of transformative learning to the field of adult education (Mezirow, 1991, 1997, 2000, 2003, 2009, 2012). A variety of scholars developed, critiqued and elaborated on the theory of transformative learning by exploring theory (Dirkx, 1998, 2001, 2008; Dirkx, Mezirow, & Cranton, 2006; Merriam & Ntseane, 2008; Mezirow & Taylor, 2009; Newman, 2012, 2014; Sands & Tennant, 2010; Taylor, 2008; 2009) and practice (Brookfield, 2005; Cranton, 2016; Cranton & Merriam, 2015; Dirkx, Mezirow, & Cranton, 2006; King, 2003, 2004; Kroth & Cranton, 2014; Merriam, Caffarella, & Baumgartner, 2007; Mezirow & Taylor, 2011; Nerstrom 2017; Taylor, 2000, 2007; Taylor & Cranton, 2012; Yorks & Kasl, 2006).

Recent trends in transformative learning have led to proliferate studies that recognise the importance of transformative learning in leadership development (Bushell & Goto, 2011; Ciporen, 2010; Closs & Antonello, 2011; Donaldson, 2011; Gray, 2007; Harris, Lowery-Moore, & Farrow, 2006; Mabey, 2013; Watkins, Marsick, Faller, & Hill, 2011; Wilhelmson, 2006). However, I could not find existing research, where transformative learning in leadership development interventions within the institutional context of the Technical and Vocational Education and Training Sector in South Africa was facilitated. Within the landscape of scholarly contributions to the transformative learning theory, my research interest lies in facilitating transformative learning for professional development. My focus centred on developing an epistemology of practice on transformative learning, within the context of a leadership development setting.

I sought to contribute originally to educational knowledge by developing a unique living educational account of how I developed my facilitation of transformative learning. This living educational account includes how to develop an epistemology of practice through action research. I believed action research could serve as a vehicle to learn through discovery, application, integration and teaching, which implies a synthesis of theory and practice. Evidence suggests that transformative learning is amongst the important contributors to professional development (Cranton, 2016; King, 2005; Kumi-Yeboah & James, 2012). In addition, a search of the literature revealed only a few

studies that have explored the developmental experiences of the facilitator of transformative learning (King, 2005; Kumi-Yeboah & James, 2012; Ryan, McCormack, & Ryan, 2004). Despite the important contribution of the research by King (2005), Kumi-Yeboah and James (2012), there is a general lack of research and a paucity of evidence on the developmental learning experiences of a novice facilitator in the South African context, taking into account the unique South African historical background and educational context. At this point of embarking on a research quest, the question remains, whether facilitators of transformative learning could challenge others to a transformed perspective, without being open to a transformative process themselves.

A Living Educational Theory (LET) action research methodology for improving practice and generating knowledge asks reflective questions of the kind, “How do I improve what I am doing?” It concerns a personal journey and explains my educational influence in my learning and an explanation of the educational influence in the learning of others (McNiff & Whitehead, 2011; Whitehead & McNiff, 2006). The Living Educational Theory is the outcome of a practitioner self-study genre of action research. Therefore, the main purpose of this study was twofold: first, to provide a reflective account of practitioner inquiry into my professional learning experiences as a novice facilitator of transformative learning. Reflecting practitioners’ facilitation practice informs a constructionist decision-making perspective. Using autobiography as a genre within the action research process, I share my learning experiences, challenges and lessons learned as I explore the nature of my educative influence to derive insight from a practice-based epistemology. Second, I engage in and support the learning of others as I facilitate transformative learning in a leadership development initiative. The Technical Vocational Education and Training (TVET) sector in South Africa is faced by constant change and resulting, multiple leadership challenges (Robertson 2015); therefore, the study is located in this sector.

This dissertation results from an emergent practitioner’s reflective practice and journey of educational knowledge creation as I draw on developed educational theory. The findings of this study are important as they will contribute to the body of knowledge on the practice of transformative learning (Brookfield, 2005, 2015; Cranton, 2016; Cranton & Merriam, 2015; Dirks, Mezirow, & Cranton, 2006; King, 2003, 2004; Kroth & Cranton, 2014; Merriam *et al.*, 2007; Mezirow & Taylor, 2009; Nerstrom, 2017; Taylor, 2000, 2007; Yorks & Kasl, 2006). Cranton (2006) suggested that there is a need to include points of view rooted in different perspectives, from educators of colour. Thus, this research study provides such view from a facilitator of colour. The findings of the study will contribute to existing knowledge to enhance understanding about the novice facilitator of transformative learning’s professional developmental learning journey against the backdrop of the South African context. This research study is valuable to help other novice facilitators with similar presuppositions to guide their future practice. The study findings support Boud, Keogh and Walker’s (2013) emphasis on turning experience into learning to promote an epistemology of practice and enhance learning through self-assessment (Boud *et al.*, 2013;

Smith, 2011). The study will help to facilitate an educational process in leadership development, considering the need for leadership development in the South African TVET sector.

The structure of this introductory chapter is as follows: First, I offer an explanation of how my interest in leadership development in the Technical and Vocational, Education and Training Sector developed. I describe the background and problem in the Technical and Vocational, Education and Training Sector. In addition, I offer an account of my professional history and concern for leadership development within an institutional context as the rationale for action. Second, I clarify the problem statement and accompanying research questions. I describe the rationale and significance of the study. Third, I clarify my positioning in terms of a research design and methodology, which undergird an epistemology of practice. I explicitly state my assumptions upfront, as assumptions structure the way of seeing reality and govern our behaviour. In addition, I specify the key operational concepts. Thereafter, I explain how I addressed the complexity of the dual roles of practitioner-research, as these could affect the quality of the research, if not considered during the research process. In conclusion, this chapter culminates with the argument structure, which provides the outline of the dissertation. The following section provides an overview and background to the problem and institutional context of the study.

1.2 BACKGROUND TO THE PROBLEM AND INSTITUTIONAL CONTEXT OF THE STUDY

The Department of Higher Education and Training (DHET) was formed in May 2009 and is responsible for all post-school education and training in South Africa. The global context and internationalisation challenge the Department of Higher Education and Training to be proactively responsive to position itself securely in the globalising knowledge society. As a branch of the Department of Higher Education and Training, the TVET colleges, known as the Technical and Vocational Education and Training (TVET) sector, form part of this national initiative within a wider global debate. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) lead the global debate on the topic of Technical and Vocational Education and Training. Furthermore, UNESCO's vision and strategy for Vocational Education and Training aim to support the right to education, the principles of equity, inclusiveness and quality, and the importance of lifelong learning. Technical Vocational Education and Training (TVET) is defined by UNESCO as:

“Those aspects of the educational processes involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life” (Del Mar, 2011:4).

Vocational education and training is understood as an integral part of education; a means of preparing for occupational fields and for effective participation in the workplace. Wang (2012) contributed to a comprehensive understanding of the importance of the vocational education sector in all countries. First, creating jobs and increasing productivity are at the top of agenda for policy-makers across the world; and a resilient and responsive vocational education sector can supply the economy with the human capital of skilled workers. Second, skills have become a leading policy concern, and there is strong demand for upgrading of skills and improving linkages between learning and work, in the background of demographic shifts, rapid labour market changes and high youth unemployment in many countries. Third, vocational education can provide some of the new knowledge, skills and attitudes required for the transition to green economies and societies. In addition, vocational education further contributes to ensuring that the learning needs of young people and adults are met through equitable access to appropriate learning and life skills programmes.

During the period 14-16 May 2012, UNESCO convened the Third International Congress on Vocational Education in Shanghai, China, where they advocated for the rethinking of vocational education to enhance its role in developing more equitable and sustainable societies. The topic of this conference was “Transforming TVET: Building Skills for Work and Life”, which resulted in the adoption of the Shanghai Consensus Report (UNESCO, 2012a). More than 700 representatives from over 100 of UNESCO’s Member States attended the Congress, which looked at ways of transforming vocational education to make it more responsive to the needs of 21st-century societies. The need for transforming vocational education to respond to the changing world was deliberated and motivated. This included a rethinking of the nature and roles of vocational education in contributing to more equitable and sustainable patterns of human development.

The main argument presented during this convention was to transform vocational education in an integrated manner, with policies and practices that are capable of responding effectively to economic, equity and transformational challenges (UNESCO, 2012b). It was recommended that governments and other TVET stakeholders consider implementing the recommendations made in response to the challenges identified during the Congress (UNESCO, 2012c). In line with the resolution reached at the Stakeholder Summit on Higher Education Transformation (DHET, 2010) and the policy framework introduced, which should strengthen the post-school sector towards a functional continuum of the university system, the Minister of the Department of Higher Education in South Africa, Dr Blade Nzimande, introduced these recommendations nationally after the conference in the same year.

A name change from Further Education and Training (FET) college sector to Technical and Vocational Education and Training (TVET) sector, was introduced after the conference in the Further Education and Training Colleges Amendment Act, 2012 (Act No. 3 of 2012) (RSA, 2012a).

In this amendment bill, the motivation for the name change was to align the national education system with the vision expressed at the Shanghai Third International Conference and the international trend in post-school education. At the launch of the DHET White Paper on Post-School Education and Training in January 2014, the Minister of Higher Education and Training, Dr Blade Nzimande, announced that all Further Education and Training (FET) colleges were to be renamed to Technical Vocational Education and Training (TVET) colleges. The reclassification of the FET colleges formed part of the larger strategic overhaul of the post-school educational system in South Africa as set out in the White Paper on Post School Education and Training of 2013 (DHET, 2013a).

The operational system of the Technical Vocational Education and Training is shaped by the tri-band structure of the National Qualifications Framework (NQF) (RSA, 2003). The TVET colleges, implementing the vocational programmes under the band structure of the National Qualifications Framework, are expected to deliver vocationally-oriented programmes in levels 2 to 4 and have significant portions of general education delivery and programmes within NQF level 5 (at the post-school, pre-degree level) (Akoojee & McGrath, 2007). The TVET colleges provide education to two groups of people: learners pursuing vocation-focused schooling rather than a traditional matric (Grade 12) school qualification, and those, who have completed their schooling and seek a tertiary qualification. The two main qualification streams offered at TVET colleges are:

- National Certificate (Vocational) – or NC(V) – programmes, which were introduced in 2007 and emphasise practical and vocation-specific learning; and
- National Accredited Technical Education Diploma (NATED or ‘Report 191’) programmes, which used to be the theoretical component of the artisanal training system for apprentices employed by private sector firms.

The National Development Plan (NDP) (2012) identified the potential of the TVET sector to play a critical role in South Africa’s development. The NDP envisages the dramatic expansion of TVET to reduce South Africa’s skills shortage, seeking to increase enrolment to 2.5 million in 2030, a considerable increase from the 700,000 enrolled students. A more recent update on the rate of growth in the TVET colleges indicates that the college student population grew from 420,000 to around 709,000. The massive growth and transformation in the TVET sector has important implications on leadership to adapt to the changing policy requirements (Gewer, 2016).

In this section, the background and institutional context of the TVET sector have been explained. The next section will provide the legislative framework, from which the TVET colleges derive their legislative mandate for their operations.

1.3 LEGISLATIVE FRAMEWORK FROM WHICH THE (TVET) SECTOR DERIVES ITS LEGISLATIVE MANDATE

In terms of the legislative framework and policy development, policy formulation in the post-apartheid configuration of the Further Education and Training sector began in 1996. The South African Government appointed the National Committee on Further Education and Training to investigate options to consolidate the fragmented FET sector (Kraak & Press, 2007). Based on recommendations of the National Committee on Further Education and Training, the Department of Further Education and Training published the Green Paper on Further Education and Training (DoE, 1998a), followed by the White Paper on Further Education and Training (DoE, 1998b).

The Department of Further Education and Training drafted and promulgated the Further Education and Training Act in November 1998. The Further Education and Training Act (Act 98 of 1998) regulates the provision of skills development of public and private colleges. The Further Education and Training Act (Act 98 of 1998) specifies the structure and design of the National Certificate (Vocational) at levels 2 to 4 on the National Qualifications Framework. In addition, the name change from Further Education and Training College sector to Technical Vocational Education and Training college sector was implemented under the provisions of the Further Education and Training (FET) Colleges Amendment Act, 2012 (Act No. 3 of 2012) (RSA, 2012a).

As a branch of the Department of Higher Education and Training (DHET), the Technical Vocational Education and Training college sector derives its legislative mandate from the supreme law of the Republic, the Constitution. The legislative mandate, within the purport of Section 29, read with Schedule 4, lists education at all levels, excluding tertiary education, as a functional area of concurrent national and provincial legislative competence. DHET derives its legislative mandate from the following legislation. The Department of Higher Education Strategic Plan 2010-2014 (DHET, 2010) outlines key policies and legislations. The Department of Higher Education Strategic Plan 2010-2014 (DHET, 2010) provides a comprehensive summary to clarify the role of each of these legislations (listed in chronological order):

1. The Higher Education Act (HEA), 1997 (Act 101 of 1997) provides for a unified and nationally planned system. The Higher Education Act and Education White Paper 3: A Programme to transform Higher Education (1999), formed the basis for the transformation of the higher education sector with implementation being guided by the National Plan for Higher Education (2001).
2. The Skills Development Levies (SDL) Act, 1999 (Act 9 of 1999), impose skills development levy and matters connected therewith.
3. The National Student Financial Aid Scheme (NSFAS) Act, 1999 (Act 56 of 1999), provides for the granting of loans and bursaries for eligible students attending public higher education institutions, and how such loans and bursaries should be administered.

4. The Adult Education and Training (AET) Act, 2000 (Act 52 of 2000) provides ways to establish public and private adult learning centres, funding for AET and governance of public centres, and for quality assurance mechanisms for the sector.
5. The Further Education and Training Colleges (FETC) Act, 2006 (Act 16 of 2006) provides the basis to regulate further education and training, establish governance bodies and use fund of public FET colleges, registration of private FET colleges and quality assurance in further education and training.
6. The National Qualifications Framework (NQF) Act, 2008 (Act 67 of 2008) provides for the National Qualifications Framework, the South African Qualifications Authority and the Quality Councils. The National Qualifications Framework is the principal instrument, through which national education and training qualifications are recognised, and quality assured.

In addition, the Strategic Plan (DHET, 2010) stipulates that shared legislation includes the Skills Development Levies (SDL) Act, 1998 (Act 97 of 1998), which provides an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce; to integrate those strategies within the National Skills Framework contemplated in the South African Qualifications Authority Act; provide learnerships that lead to the recognition of occupational qualifications; and provide finances for skills development by means of a levy financing skills and the National Skills Fund. Furthermore, the National Education Policy (NEPA) Act, 1996 (Act 27 of 1996) was passed insofar as the administration, powers and functions pertaining to establish policy for public and private centres offering adult education and training are concerned.

Moreover, Strategic Plan (DHET, 2010) articulates the Employment of Educators Act (EEA), 1998 (Act No. 76 of 1998) regarding the administration, powers and functions pertaining to adult education centres; the South African Council for Educators (SACE) Act, 2000 (Act 31 of 2000), regarding the administration, powers and functions pertaining to the powers and function of the South African Council for Educators in relation to adult learning centres. In addition, the General and Further Education and Training Quality Assurance (GENFETQA) Act, 2001 (Act 58 of 2001) regulates the administration, powers and functions entrusted to Umalusi in relation to public and private centres offering adult education and training as envisaged in the Adult Education and Training Act, 2000 (DHET, 2010).

In December 2008, the National Plan for Further Education and Training Colleges was gazetted. The National Plan provides the basis for the consolidation and repositioning of the sub-system. It envisages a college sub-system responsive to the needs of society and the demands of diverse economic sectors with strong partnerships with commerce and industry regarding curriculum and governance. Improving the quality of the Technical, Vocational Education and Training colleges in

line with South Africa's overall development agenda, is one issue highlighted in the Green Paper for Post-School Education and Training (2012b), released in January 2012; and the more recent White Paper for Post-School Education and Training (2013), approved by Cabinet on 20 November 2013. The White Paper for Post-School Education and Training (2013) (RSA, 2013a) contextualised the path to build an expanded, effective and integrated post-school system. The White Paper for Post-School Education and Training supports the strategic objectives of the Integrated Human Resource Development Plan (RSA, 2014).

Finding relevant legislation governing the Technical Vocational Education and Training (TVET) sector is an important part of research. However, the ability to analyse findings and reach a conclusion or formulate an argument based on findings, is just as essential. Based on the changes in government priorities and policy regulations to prioritise support for vocational education and training, I assert that the South African Government recognises vocational education and training in South Africa as an important national priority. The extensive legislative framework and evidence provided above supports the argument that the vocational education and training in South Africa is important. Gewer (2016) agreed that the South African Government placed significant emphasis on the importance of technical and vocational education and training for equipping the broader labour force to engage increasingly in the labour market.

Key government plans, strategies and accords recognise the central role of the TVET sector in addressing skills shortages and advancing economic growth in South Africa. The legislation provided by government plays a critical role in establishing, governing, assessing and funding the TVET sector to ensure skills are being built for national development. Regarding the challenges in leadership in the public sector and the evolving nature of the vocational and education sector, leadership development to build and strengthen leadership capacity is important. According to the monitoring and evaluation reporting framework for TVET college performance, one of the strategic priorities in the monitoring and evaluation framework is the systematic capacity building in terms of management, governance and leadership. Therefore, research initiatives, such as this study, are imperative to strengthen leadership capacity in the South African Technical Vocational Education and Training sector.

The next section explores the problems in the institutional context, which gave rise to the Turnaround Strategy and further supporting arguments to stress the need for leadership development in the TVET sector.

1.4 THE NEED FOR LEADERSHIP DEVELOPMENT IN THE TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) SECTOR

My argument presented here is that there is a need for leadership development in the TVET sector. My reason for holding this view is that TVET colleges were criticised in the past for not producing sufficient quality in the management and delivery of teaching and learning. The above-mentioned statement is reflected in the weak output of graduates and limited access of students to workplace learning opportunities (HRDC, Annual Report 2015/2016). Scholarly contributions highlight the need for leadership development to address the institutional governance problems in the TVET college sector (Akoojee & McGrath, 2005; Gewer, 2016, Kraak, 2016; Kraak, Paterson & Boka, 2016; Powell, 2012). Furthermore, the weak output of graduate students creates notable backlogs in the pipeline of new students. Backlogs in the pipeline of new students in turn cause restricted access for a large number of school-leavers. Moreover, the undesirable quality of teaching and learning; poor financial management; curriculum delivery not aligned to the changing needs of South Africa's economy; and ineffective institutional management and governance were some of the key challenges indicated in the Department of Higher Education and Training, Annual Reports of 2011/2012; 2013/2014 (DHET, 2011; DHET, 2013b).

The systematic audit findings regarding governance and management of TVET colleges provide evidence to support my claim. The audit findings revealed that many managers do not have the 10 x Core Management Competencies (CMC) as defined by the Department's management competence guidelines. These core competencies are baseline requirements to manage within the public service (Provincial Summary Report, SAQA, June 2010). Seven years onwards, no notable changes or progress in the situation were reported. In addition, the research findings show that capacity building interventions to capacitate college leaders for the demands of the TVET college leadership role so far seem to have been inappropriate and ineffectual (Blom, 2016).

Further evidence to the claim I make is the following: In 2013, the National Treasury, in partnership with the Department of Performance Monitoring and Evaluation in the Presidency, started a series of performance and expenditure reviews (PERs) of selected public programmes or policies. The performance measurement scrutiny focused on both expenditure and programme performance data to assess and improve the cost effectiveness of public policy and the cost-effectiveness of public spending. The Performance and Expenditure Review Report of 2013 published the following findings:

“Low throughput and certification rates are severely hampering the potential impact of TVET colleges. In 2013, for NC(V) level 2, only 33% of students, who enrolled in all the required subjects to complete their current level, could progress to the next year of study, while a further 28% of eligible students did not write the exams at all, implying a throughput rate of under 24%. While accurate throughput rates tracking cohorts of students over the full three years of an NC(V) course is not

available, 2013 examinations data suggest that as few as 2% of all the students, who start NC(V) courses at Level 2, complete the qualification up to Level 4. Corresponding estimates for the Engineering Studies N1 to N3, Engineering Studies N4 to N6 and Business Studies N4 to N6 are 8%, 11% and 2 %” (p.2)

The performance and expenditure review highlighted critical factors that influence the performance and expenditure at the TVET colleges.

Similar findings of a research project by the TVET Colleges, Technical Task Team for the Human Resource Development Council of South Africa (HRDCSA) Secretariat, launched in October 2013, suggest that the macro and political factors shape the TVET systems. The study found that the intended outcomes have not been achieved. These intended outcomes included work-integrated learning placements, employment, and curriculum and infrastructure development. In addition, the increase in student enrolment without a corresponding increase in lecturer recruitment led to deterioration in the lecturer-student ratio of 1:20 to 1:55. One of the challenges highlighted is the low skill level of lecturers, with the majority not having industry knowledge. Recommendations were that there is a need for the capacity building of college leadership. The task team recommended that the DHET have the responsibility to provide leadership that empowers TVET colleges on the ground to be more responsive in their various local contexts (TVET Colleges Technical Task Team Report, 2014).

The Department of Higher Education and Training (DHET) acknowledge the problem issues in the sector. The Department announced a Turnaround Strategy in November 2012 to address the levels of dysfunctionality in colleges and bring about comprehensive sustainable improvement in college performance (DHET, 2012). The Turnaround Strategy outlined objectives for the period 2012-2015 (National Planning Commission, 2011). Minister Nzimande explained that the strategy aimed to capacitate leaders at the colleges to manage change. The Minister further differentiated Technical, Vocational Education and Training Colleges as individual institutions. The strategy further focused on enhanced student performance and success; and having a strategy led-approach, which included instilling performance accountability (Daily News, November 2012). Findings of research suggest that the implementation of the turnaround process in the transition period was unsuccessful. The finding suggests that the turnaround process, goals and objectives could not be completed. In addition, findings indicate more medium- to long-term efforts are required (Scott, 2015). Kraak, Paterson and Boka (2016) agreed that there are many challenges to overcome to deal effectively with change management in TVET colleges.

The goal of the provisions in the White Paper for Post-School Education and Training (DHET, 2013a) is to strengthen and improve TVET colleges. The White Paper expresses the importance of improved management and governance:

“College leadership at council and management levels is vital for ensuring that the system transforms in the desired direction. Ensuring the proper management and governance of all TVET colleges is a core task in tackling the structural inequalities in the education systems as a whole. Without effective, efficient, dedicated and motivated leadership, the colleges will not be able to provide the quality of education and training required by the hundreds of thousands of youth, who enter the colleges every year, or ensure that the college system can expand to meet the country’s needs. Unfortunately, the quality of leadership is not as good as is needed in all colleges...” (RSA, 2013a).

Dr Blade Nzimande further echoed the need for leadership development in the TVET sector in his keynote address during a Professional Development of TVET College Managers’ workshop, an initiative of the Department of Higher Education and Training in May 2017 (Nzimande, 2017). Without leadership and management, who are capable and committed at the campus level, there will be little progress to develop TVET colleges’ mandate to be the vehicle for national economic and social development, he said. The kinds of challenges campus leadership face may differ even within a single college. The campus leaders of a historically poorly resourced campus in a rural location face different challenges to a more urban-based and historically well-resourced campus, the minister explained.

Based on scholars’ critical reasoning towards the persistent challenges in the TVET sector (Akoojee & McGrath, 2005; Blom, 2016; Gewer, 2016; Kraak, 2016; Kraak, Paterson, & Boka, 2016; Powell, 2012) and evidence provided above, I therefore propose leadership development based on transformative learning to address the problem. The evidence shows that although the turnaround strategy has produced some positive results, the TVET sector needs leadership development to build leadership capacity in the TVET college sector. Research also suggests a need for leadership development programmes in the TVET sector (Robertson, 2015; Van Der Bijl, 2015). However, there is a shortage of leadership development programmes being offered for leaders in the TVET sector; and until as recent as 2015, there was no contextualised leadership development programme available for leaders (Robertson, 2015).

On closer investigation into the leadership development initiatives available, only a few leadership development initiatives are documented at the time of this inquiry. The South African Further Education and Training Leadership Initiative (SAFETLI) was launched in 2006. The SAFETLI initiative is a collaborative initiative between Stellenbosch University and the University of Texas at Austin, at the Centre for Higher and Adult Education at the University of Stellenbosch. The SAFETLI project, aimed at building and developing leadership capacity in the TVET sector has launched initiatives such as:

- The development and implementation of three short courses (2008-2010);

- Invited leaders and managers from colleges across the country to symposiums, where multiple stakeholders, including international speakers, engaged on issues regarding the present and future state of TVET leadership development (2011-2013);
- Providing structured learning opportunities;
- Implementing a leadership development simulation called the Chief's Challenge;
- Forming an ETDP SETA partnership (2012/2013) in line with the strategic objectives outlined in the ETDP Seta Annual Report 2012-2013 to ensure capacity building to TVET managers through Leadership and Management programmes;
- Providing bursaries for Masters and Doctoral studies; and provided research pertaining to mentoring and building leadership capacity in the TVET sector; and
- Developed a post-graduate curriculum framework for college leaders as part of a Doctoral study in 2015 (Robertson, 2015).

Other leadership development initiatives include an accredited Postgraduate Diploma in Leadership Development (University of Stellenbosch Business School). In addition, a leadership development programme, the British Council-DHET Leadership Exchange Programme is a partnership initiative between the British Council and the DHET under the British Council's Skills for Employability (SFE) programme (2014). The initiative invites leaders from colleges across the United Kingdom to a year-long exchange programme with some of South Africa's TVET college leaders and specialists to provide educational learning opportunities. An initiative called the "Professional Development of TVET College Campus Managers Workshop took place in May 2017. However, in light of the ongoing challenges, there seems to be a need for more leadership development initiatives aimed at strengthening leadership capacity in the Technical, Vocational Education and Training (TVET) sector. Based on the substantiated evidence presented in this section, I, therefore, hold the view that there seems to be a critical research gap in this field.

A research gap holds a function as starting a point in the research, motivating further research. Given the institutional background in the section above, the need for leadership development identified in the TVET sector represents such gap in research. Jacob (2011) stated that "such research gap, when examined, results in a call for action or resolution" (p.127). It is in this research gap, I position my motivation for action, thus stressing the need for this study. To share my passion for leadership development and summarise my argument for the need of this research study, I conclude with a quote on leadership, which states:

"The growth and development of people is the highest calling of leadership"

(Harvey S. Firestone, 1868-1938).

In the following section, I present a brief autobiographical narrative account of my professional history. The purpose of the narrative is to communicate my professional experience and incidents

that have resulted in the fuelling of my personal interest and passion for leadership development in the organisational setting.

1.5 MY PROFESSIONAL HISTORY, VALUES AND RESEARCH INTEREST AS FUEL FOR ACTION

In this section, I would like to share my story, which includes the contextual constraints and difficulties that needed to be overcome in my professional development process. Born in 1976, I was classified as a “coloured” woman in the South African context. Cranton (2006) observed that research on transformative learning is greatly impoverished by failing to attract larger numbers of educators of colour, which highlights a critical gap in research contributions relating to the discourse on transformative learning theory in practice. Although this study is not about political oppression, the factor of apartheid in my life cannot be ignored, as I received most of my schooling in the apartheid South African educational system, which influenced my beliefs and accumulated experiences and influenced how I view and interpret the world. My presuppositions form the basic beliefs and attitudes, from which I perceive my life experiences. These presuppositions influenced my implicit assumptions about education, training and development, which represented a hurdle in the process of self-development as facilitator.

I matriculated in 1994 from Sarepta Secondary School in Kuilsriver, Cape Town. In those days, the South African schooling system was racially divided and the school was located in a what was classified as coloured or “previously disadvantaged” community. In the years before 1994, the educational system was based on a traditional, transmissive curriculum. The traditional curriculum included transmissive didactic principles, contradictory to the essence of the transformative learning theory, which influenced my meaning schemes and meaning perspectives about teaching. I found this fact relevant to relay a crucial contradiction, if ignored. The relevance of this information is that the educational system was not associated with the democratic values promulgated by The Bill of Rights of the Constitution of the Republic of South Africa (1996) such as equality and freedom. Elliot (2006) emphasised practical consequences faced by many practitioners. He highlighted his concern that practitioners become constructed as ideological dupes, unaware of how their views and actions have been distorted by historical practices and common sense ideologies. Therefore, my educational background could be a hindrance in my own empowerment process, as I am not aware how these past historical practices influenced my taken-for-granted assumptions as facilitator.

For the past thirteen years, I have occupied the occupational position as Captain in the South African Police Service (SAPS). I form part of the leadership and management corps at a police training institution. The function of the police training institution is to prepare police recruits

between the ages of 18 and 30 years for the police operational working environment. The Basic Police Development Learning Programme consists of a two-year programme, which includes theoretical, practical and workplace exposure content, after which the police trainee is awarded with a National Certificate in Policing (NQF Level 5) qualification. The culture of policing remains highly masculine and police work has been traditionally defined as male work. Although there has been a larger number of female police officers promoted to occupy managerial and strategic positions in the South African Police Service (SAPS Journal, August 2014), I experienced that being a female, who forms part of the leadership and management corps of a police training institution, meant that I needed to be assertive, demonstrate resilience and work very hard to earn respect.

My research interest lies in leadership development. Due to the capacitating nature thereof, I believed in leadership development as a proactive response to help capacitate and develop leaders, which reflected my values and vision for leadership in an organisational context. During my Masters' studies, I explored this interest further as I developed a conceptual framework for leadership development in the South African Police Service based on the transformative learning theory. However, I perceived the South African Police Service bureaucratically cumbersome due to the sensitivity regarding the image of the organisation, which did not foster research. My perception about the bureaucracy in the South African Police Service deterred me from pursuing my research interest within that organisational context. When the need for leadership development was highlighted in a context, which I perceived mostly similar to the working environment, where I was employed, I chose to address the research problem in the TVET college sector. My view about the similarity of the TVET college sector and the Basic Police Training Colleges is debatable; however, I based my view on the fact that both training environments provide training programmes and learning environments that integrate a mode of theoretical and practical knowledge to prepare learners for the operational working environment.

In response to the research need for leadership development in the TVET sector, I identified the potential for individual development, and community development, through my conceptual engagement with the transformative learning theory in my Masters' studies (Adams, 2011). I wanted to engage in a research process that could become real: where theorising became practice, organisation involves people, and development was aimed at the process of purposeful social action through reflection (McNiff & Whitehead, 2011; Whitehead & McNiff, 2006). However, one simple factor did not seem to add up. Reflective analysis and introspection made me aware that I wanted to change the world, but had my own presuppositions. I had never facilitated transformative learning before. I had the theoretical knowledge and viewed the transformative learning theory as relevant to apply in leadership development. I identified and described the context, in which I wanted to make improvements with my proposal for leadership development with transformative learning. However, I was a novice in facilitating the transformative learning

theory. Social, cultural factors influenced my experience. My cognition shaped my reality through its imposition of prior cognitive principles. How could I lead others on a transformative path, if I was un-emancipated from unquestioned assumptions of what facilitation entails to become a true facilitator of change?

I believe in professionalism, ethical leadership, openness and transparency. However, the challenge was how to act in this situation in a way true to my values. In my professional practice, these values meant that I needed to lead by example. I realised that in order to act with professionalism, I needed to be willing to improve my professional practice and lead from a place of authenticity. However, how could I lead others to a transformed perspective, if I was not willing to be open and transparent about my own presuppositions and taken-for-granted assumptions that could hamper my own learning? Therefore, this research project emanated from the perspective that, in order to challenge others to engage in transformative education, I needed to engage in transformative professional development myself. From this point started the research journey to improve my practice in order to hold up my values as critical standards of judgement (McNiff & Whitehead, 2011; Whitehead, 2009a) as these values are the basis of everything I do.

I assert that my ontological values give meaning and purpose to my life. My values of authenticity and honesty challenged me to not engage in knowledge production, where I could theorise about educational processes in others, without engaging in education that could lead to learning, growth and freedom for myself. Therefore, through this research project, I identified the potential for individual development in terms of my practitioner professional development as a facilitator of adult learning. As facilitators, our focus should not be to develop others, but should include our own emancipatory development through being reflective of our facilitation process. By striving to deepen my own understanding of the complexity of an emancipatory process, this could increase my awareness, knowledge and empathy, when facilitating transformative learning to others. I believed that in being open to a transformative learning process myself, I would be in a better position to facilitate transformative learning to become more aware of participants' transformative learning processes and subsequent behaviour.

Within my educational practices, I believe in social values of inclusion of others' opinion, which includes critical feedback about my practice. I value my learning process and it is developmental in nature. I value epistemology because of its connection with rationality and knowledge. I believe I have the capacity and potential to create insights from practice. I assert that I will be open to draw insights from the knowledge of others. I am open to interrogation of my own assumptions and the normative assumptions of my culture as I search for a more inclusive and relational way to facilitate transformative learning. My ontological beliefs and values caused a personal commitment to action to improve educational settings. Due to my educational background, I accept responsibility, not only for improvement of my organisation, but also for similar educational settings. I view myself as

a pragmatic constructivist, committed to positive emancipatory action in my society. In the journey towards developing an epistemology of practice, I engaged in meaning-making through reflective experiences; reflective reasoning and mindfulness to become an authentic facilitator of transformative learning. Figure 1-1 below illustrates a video of a narrative account of my concern.



FIGURE 1-1: VIDEO PRESENTED AT A POST-GRADUATE FORUM PROVIDING A NARRATIVE ACCOUNT OF MY CONCERN

A transcribed version of this video clip is included as **Annexure 17** in the Addenda section. The transcription presents a short description of my professional background, values and contradiction in my values that elicited action, substantiated by Whitehead's (2008) argument towards inclusionality in living theories. With such understanding of my need for transformative learning, I embarked on this research journey. The next section provides an overview of the problem statement and research questions that guided the investigation.

1.6 PROBLEM STATEMENT

The aim of this study was to facilitate a transformative learning to build leadership capacity in the Technical Vocational Education and Training (TVET) sector in South Africa. Through this research project, I aimed to capacitate leaders in the Technical Vocational Education and Training (TVET) sector in South Africa to think about the challenges facing them, and transform these challenges into opportunities for growth and change (collective self-transformation). In addition, as novice facilitator of transformative learning, I intended to develop my facilitation through the emancipation of my unquestioned assumptions of my perceptions of a teacher towards assuming the role of facilitator (individual self-transformation) through a Living Educational Theory (LET) of action research methodological approach.

1.7 RESEARCH QUESTIONS

When I planned my research project, I took careful consideration of the explicit wording of my research question to ensure that the verb identified the relationship to action research and that the research question applies to my professional practice. This study intends to answer the following main research question:

How can I develop my facilitation of transformative learning in leadership development in the Technical and Vocational Education and Training (TVET) sector in South Africa?

Following a systematic process into my practice (McNiff & Whitehead, 2002, 2011), the following sub-questions were formulated:

- Sub-question 1:** Which existing transformative model could be useful to facilitate a transformative learning process to leaders in the Technical, Vocational Education and Training (TVET) sector? (Cross-reference for answers to the research question is provided in Chapter 3: Section 3.4)
- Sub-question 2:** How could transformative learning build leadership capacity in the Technical, Vocational Education and Training (TVET) sector? (Cross-reference for answers to the research question is provided in Chapter 6)
- Sub-question 3:** How could I develop my facilitation of transformative learning through reflective assessment of my limiting assumptions towards change? (Cross-reference for answers to the research question is provided in Chapter 7)
- Sub-question 4:** What lessons could I share with other novice facilitators with similar presuppositions to guide their future practice? (Cross-reference for answers to the research question is provided in Chapter 7: Section 7.6)

To answer these four research questions, it was necessary to explore theoretical foundations of transformative learning (Chapter 2); facilitating transformative learning in practice (Chapter 3); conceptually explore leadership development and leadership development activities based on transformative learning (Chapter 4); account for the research methodology and methods (Chapter 5); analyse and discuss the findings of facilitating transformative learning in a leadership development intervention (Chapter 6); analyse and discuss the findings of my facilitation experience and developmental learning process (Chapter 7), and discuss the implications of the findings to improve leadership training in the TVET sector in future (Chapter 8). The research questions were answered in Chapter 8 of this dissertation.

1.8 RATIONALE AND SIGNIFICANCE OF THIS STUDY

The focus of this study was on facilitating transformative learning to build leadership capacity in the TVET sector. The following premises underlie the study:

- There is a need to build leadership capacity to deal with the challenges in the Technical Vocational Education and Training (TVET) sector.
- Transformative learning theory has the potential to build leadership capacity from the inside out, thus focusing on enhancing the individual leadership capabilities to deal with leadership challenges.
- Engaging in critical reflection, one of the main ingredients of the transformative learning theory has the potential to facilitate deeper reflection about how to overcome barriers to deal with leadership challenges.
- Facilitating transformative learning has the potential to enhance the professional development of the facilitator engaged in the practice.

The epistemological significance of this study involves reflective practitioner-researcher engagement to facilitate transformative learning towards transformative professional development, thus providing a close link between my epistemological understanding and ontological stance. McNiff and Whitehead (2011) argued that the value of action research resides in practical knowledge developed as part of an ongoing process so that the practitioner-researcher and others can learn from the research process and apply the lessons to their own settings. My research aims for an emancipatory, developmental facilitation process.

The transformative learning theory was explored in South Africa in studies relating to leadership development (Preece, 2003); community development (Van der Merwe & Albertyn, 2009); psychology programmes (Dass-Brailsform & Serrano, 2010); adult learning programmes (Cox & John, 2016) and higher education (Archer, 2010; Van Wyk, 2010). Note that these are not the only published studies. However, only one study documents published data findings on an action research project designed to facilitate transformative learning in higher education (Gravett, 2004). A reflective analysis of Gravett's (2004) study found that the study is limited to focus on the developmental process of the participants in a higher education setting. Gravett's study included the lessons learned, as is the expectation in any action research project. However, Gravett's analysis excluded the focus of a systematic developmental process of the facilitator in the South African context.

My findings of this study will redound to the benefit of the Technical Vocational Education and Training college sector, considering that leadership plays an important role in the sector. The evidence provided of leadership demands experienced in the TVET sector justifies the need for more effective, transformative leadership approaches. Leadership development facilitators, who

wish to explore the transformative learning theory, will be guided on what to include in future leadership development initiatives to build leadership capacity in the TVET sector.

The study contributes to advance understanding of facilitating transformative learning as a novice facilitator. The study will guide novice facilitators of transformative learning as I share lessons learned during the facilitation process. This study will help them uncover critical presuppositions that hamper a professional developmental process. Thus, this study contributes to the discourse on facilitating transformative learning in that it provides an important opportunity to advance understanding of the developmental learning journey of a novice facilitator of transformative learning. Through this research journey, I showed how my ontological values could transform into an educational commitment to challenge learning and transformation in others and myself. The research project provided an opportunity to address the research gap and contributes to existing knowledge about the novice facilitator of transformative learning's professional developmental learning journey against the backdrop of the South African context.

Therefore, this dissertation provides an account of my developmental journey as I create my own living educational theory; my story of my lived developmental experience. My developmental experience was not free from pain, slow progress, frustration and uncertainty. Nevertheless, the lived experience was emergent, generative and hopefully encouraging to other facilitators of transformative learning to open themselves up to the process of unlearning, re-learning; discovery and growth.

1.9 RESEARCH DESIGN AND METHODOLOGY ADOPTED IN THIS STUDY

Clarifying my positioning in terms of the research paradigm, which influences my research process, is a crucial step in the research process (Babbie & Mouton, 2010; Cresswell, 2009, 2014; Denzin & Lincoln, 2008, 2013). Guba and Lincoln (1994) defined research paradigms as the basic belief systems or worldview, which influence the researcher's choice of epistemology, ontology and methodology of the research. A set of assumptions led my research philosophy, which could be ontological, epistemological or axiological (Babbie & Mouton, 2010). Ontology refers to the nature of reality, and the ontological assumptions are concerned with the question, "What is the nature of reality? Epistemology refers to the theory of knowledge (Babbie, 2013; Babbie & Mouton, 2010; Nieuwenhuis, 2007; Silverman, 2013) and is concerned with the question, "What is the nature of the relationship between the inquirer and the known?" In addition, methodology refers to the strategy or plan of action, which influences the choice of methods. Methodology is concerned with the question, "How can the inquirer go about finding the known?" These assumptions influenced how I executed the research process and provided a route to understanding the way to approach research in a field of endeavour (Cresswell, 2014; Saunders, Lewis & Thornhill, 2009). I now thus

provide a philosophical justification for the basic set of beliefs, which I hold, and how these influenced the manner, in which I conducted the research at a practical level.

My research philosophy is grounded in the critical theory paradigm rooted in the work of critical theorist such as Dewey (1938, 1997), Freire (1970, 2000), and Habermas (1984, 1987). As a critical theorist, I believe social reality is historically composed. I believe social reality is generated and deconstructed by individuals in a conscious and deliberate manner. I reject the radical distinction between theory and practice. This means I assert that the social life or practical world is an experiential platform for theory development. In this study, a critical theory framework applies to understand the perceptions that place constraints on my practice as practitioner-researcher. I believe a critical framework could elicit an emancipatory perspective, in which assumptions, beliefs, norms and values are critically questioned.

I adopt a critical theorist perspective as relevant to dig beneath the surface of social life and uncover the assumptions that keep me as practitioner-researcher from a full and true understanding of myself. Such an approach has the potential to yield a deep shift in perspective on my facilitation practice. I therefore embrace the emancipatory function of knowledge, as I believe reality is alterable by human action. The critical pedagogy has the potential for purposeful classroom practices through the integration of action and reflection toward developmental or emancipatory practice. The aim of critical theory in my facilitation practice is to develop a pedagogical theory and methods that link self-reflection and understanding with a commitment to change (Babbie, 2013). As critical educator, I need to explore my own subjectivity and locate myself within that praxis through an active and reflexive process. As critical theorist, I need to engage in a process of ongoing construction of the development of my personal lens, through which I view the world, and through which notions of reality and truth are shaped. In the journey towards developing an epistemology of practice, I will engage in meaning-making through reflective experiences; critical reasoning and mindfulness to become an authentic facilitator of transformative learning.

Ontology refers to the theory of being, which influences how we perceive ourselves in relation to our environment, including other people (Whitehead & McNiff, 2006). The ontological position of a critical paradigm is historical realism. Historical realism is the view that reality has been shaped by influences such as social, political, cultural, economic, ethnic and gender values. Realities are socially-constructed entities that contain power relations and are under influence (Cresswell, 2014; Guba & Lincoln, 1994). My ontological values influence my experiences, my existence, underpin my thoughts and actions, and interrelate with others. I believe reality is organised and develops through ideology critique.

Cresswell (2009, 2014) asserted that the purpose of research should be to emancipate people through a critique of ideologies. An ideology is a comprehensive ethical set of normative beliefs,

principles, ideas and ideals of an individual or group that affect our outlook on the world (Cresswell, 2014). Ideological critique means analysing beliefs, values and attitudes of a particular aspect, which in this study relates to my facilitation practice. How we understand our lives, the forms and frameworks, in which we make sense of our experience, is integral to how we live them. Critique of the status quo forms an ontological dimension of critical theory. Ideology critique questions realities distorted from present reality.

Epistemology refers to a theory of knowledge, which involves a theory of knowledge (what is known) and a theory of knowledge acquisition (how it comes to be known) (Babbie, 2013; Whitehead & McNiff, 2006). Within the scope of the study, from an epistemological point of view, I regard my knowledge production and integration as an open developmental process that develops through dialectical reason. Dialectical reason is an epistemological dimension of critical theory. My empirical focus is to alter beliefs through socially-constructed cognition, whereby new findings engender new questions and new sources and forms of knowledge to improve the situation. I believe reality is interconnected and dynamic, and the only way to alter something, is through a comprehensive attempt to understand it. I disregard knowledge as being a fixed, definite body; therefore, I acknowledge others and myself as creators of knowledge through interpretation thereof. I embraced the complexity of the action research process as I recognised the power of adaptive learning for change. I concur with McNiff and Whitehead (2011)'s view of knowledge production that acknowledges the generative, transformational nature of educational theory as the basis of our educational and social practices.

Axiology is concerned with issues of values, which include ethics, pragmatics and aesthetics (Babbie & Mouton, 2010). Critical theorists value freedom, sociality and cooperation found in maximising human capacity. The researchers accept the value-laden nature of the study as valid and reports their values and prejudice for, the value of knowledge provided from the field of informants (Cresswell, 2010, 2014). Axiology is a branch of philosophy concerned with the research project as it embodies the highest ontological principles, seeks (or develops) an axiological compatible knowledge-producing system to assist in realising the project (Hill, 1984). I am committed to democratic practices. I reject imperialism as a set of power relations that distorts the potentials of social formations. In conformity with the axiological principles, I considered these ethical standards such as validity, credibility and trustworthiness of data. In the following section, I clarify my research philosophy; research approach; research strategy; research choice; time horizon and techniques and procedures.

The critical pedagogy has the potential for purposeful classroom practices through integrating action and reflection toward developmental or emancipatory practice. The aim of critical theory in my facilitation practice is to develop a pedagogical theory and methods that link self-reflection and understanding with a commitment to change. As critical educator, I need to explore my subjectivity

and locate myself within that praxis through an active and reflexive process. As critical theorist, I need to engage in a process of ongoing construction to develop my personal lens, through which I view the world, and through which notions of reality and truth are shaped.

Contrary to deductive reasoning, which links premises with conclusions and implies a logical process, in which reasoning moves from general to specific, I applied inductive reasoning to work inductively with the data generated through an iterative process. Babbie and Mouton (2002:643) asserted, “Inductive reasoning is reasoning, where genuine supporting evidence can lead to highly probable conclusions (and not to conclusive inferences)”. A characteristic of inductive reasoning is the move from the specific to the general. In the inductive reasoning, there is not a framework that informs the data collection and the research focus can thus be formed after the data has been collected (Flick, 2011). The inductive reasoning is more commonly used, where the absence of theory informing the research process may be of benefit by reducing the potential for researcher bias in the data collection. In this study, I applied the inductive reasoning with the aim to generate meaning from the data set collected to identify patterns and relationships to build a theory. I therefore used inductive reasoning to learn from the research experience.

My methodology was influenced by my ontological and epistemological assumptions. I perceive myself as a participant in the world, interacting with others and my interactions involve a process of creating new knowledge through an epistemology of practice. A strong relationship exists between what I hope to achieve as a facilitator and my ontological, epistemological and methodological assumptions, which can all influence each other. I seek to engage in an epistemology of practice to improve my facilitation and build leadership capacity through transformative learning. I wish to engage in and create embodied knowledge, the nature of which I could come to understand as I develop my facilitation of transformative learning in practice. Through a reliable and rigorous research process, I aim to explain my educational influence in my learning and the learning of others.

The underlying research approach used to guide and operationalise my study is the Living Educational Theory (LET) within an action research methodological approach¹ (McNiff & Whitehead, 2011). However, I want to clarify my rationale for choosing action research in this introductory chapter. I was interested in an action research methodological approach as action researchers accept responsibility to improve their practice. This means analysing their practice, recognising what is good and building on strengths, and understanding what needs attention and taking action to improve it (McNiff & Whitehead, 2011). My methodological values lend discipline and systematisation to my inquiry. I appreciate the progressive path of learning, which action research provides through the series of reflective stages.

¹ The detail of my methodological choice will be explained in more detail in Chapter 5 (Section 5.4.2)

An action research process provides opportunity to progress through an iterative, reflective process to improve understanding of my educational practices. The length of the action research process of five years and progression through three action research cycles show how I engaged with the process of emergent understanding. The action research process culminated in a developmental learning journey of seeking to understand and to be empowered. The action research process is relevant to improve my practice systematically. As a practitioner-researcher, adopting the Living Educational Theory (LET) action research methodological approach, the following questions were useful to guide a research process, as illustrated in Table 1-1 on the following page:

TABLE 1-1: ARGUMENT STRUCTURE FOR MY ACTION RESEARCH PROCESS

ARGUMENT STRUCTURE	RESEARCH PROCESS	CHAPTER
Part 1: Background and context of the study		
What is my concern?	I will provide the background to the research: reasons and purposes	1
Why am I concerned?	I will explain the context of the research	1
What experiences can I describe to show why I am concerned?	This implies looking for data to substantiate the need for the research	1
Part 2: Gathering data and generating evidence		
What kind of data will I gather to show the situation as it unfolds?	I will explain my monitoring practice and how I gathered data during the action research cycles	5
How would I explain my educational influence in my own learning?	Interpreting the data and generating evidence in relation to living critical standards of judgement	7
How would I explain my educational influence in the learning of others?	Interpreting the data and generating evidence in relation to my educational influence in the learning of others	6
Part 3: Establishing validity and legitimacy		
How did I show that any conclusions I draw are reasonably fair and accurate?	Considering aspects of validity, legitimacy and moral authority	5
How do I show the potential significance of my research?	I have to consider the potential significance of the research	8
Part 4: Implications, evaluations and dissemination		
How did I show the implications of my research?	I have to consider implications of my research for theory, policy and practice	8
How did I evaluate the evidence-based account of our learning?	I have to evaluate the account of my research	5
Part 5: Testing my claims to educational knowledge		
How did I modify my concern, ideas and practices in the light of my evaluations?	I have to provide reasons for progressing into a new action research cycle	5

I view myself as interacting with others, and therefore my process of interaction is a process of testing and reviewing my facilitation practice to transform into an authentic, emancipated facilitator of transformative learning.

The research process progressed through three action research cycles. A research question guided each action research cycle. The action research activities and process informed the lessons learned and the modifications needed. The sampling strategy, the data collection method per action research cycle, and the data collection method are explained in detail in Chapter 5 of this dissertation. A discussion of the assumptions underlying the study is provided in the next section.

1.10 CLARIFYING MY ASSUMPTIONS

Assumptions in a study are the beliefs, logical construct or unconfirmed fact that form the basis for the research. Empirical data does not test or validate assumptions (Nieuwenhuis, 2010). Assumptions informing this research process are first, that the human capacities of leaders need to be developed. Second, I assumed that the leaders or potential leaders in the TVET sector would share the leadership challenges experienced and would be open to a learning process. Therefore, I assumed that the participants would take part in the study and ensuing reflective questions in an honest and candid manner. I assumed that the participants had a sincere interest in taking part in my study and had no other motives because they agreed to participate in the study.

In addition, my assumptions were that as a facilitator, I was open to the learning process, but I was oppressed due to most of my schooling grounded in a previous South African apartheid system. Before I can advocate change in others, therefore, I needed to free myself from unquestioned assumptions in my teaching paradigm. In turn, I assumed that I needed to be empowered through developing my facilitation of transformative learning, while in the process of attempting to empower others. The next section explores the key concepts of this study.

1.11 KEY CONCEPTS AND OPERATIONAL DEFINITIONS

Below are conceptual and operational definitions to delineate the use of key terms of this study. These concepts will be briefly defined and are arranged in alphabetical order:

Educative experience – An experience that broadens the field of experience and knowledge, brings awareness to bear, and leads in a constructive direction, towards intelligent action (Dewey, 1944).

Facilitation – involves the activity of guiding individuals, groups and organisations to work more effectively, to collaborate and achieve energy and learning outcomes (Merriam, Cafarella & Baumgartner, 2007).

Leader – A person, who holds a dominant or superior position within their field, and is able to exercise a high degree of control or influence over others (Bass, 1981).

Leader Development – focuses on the development of the leader, such as the personal attributes desired in a leader, desired ways of behaving, ways of thinking or feeling (Day, 2000).

Leadership – The process of influencing the activities of an individual or group in an effort towards goal achievement in a given situation (Hersey & Blanchard, 1988:86).

Learning – The acquisition of knowledge or skills through study, experience or being taught (Dewey, 1938).

Leadership development – refers to activities that improve the skills, abilities and confidence of leaders. Focus on the development of leadership as a process, which includes the interpersonal relationships, social influence process, the contextual factors surrounding the team and the social network linkages between the team and other groups in the organisation (Day, 2000).

Reflection – Reflection is a meaning-making process that moves a learner from one experience into the next with a deeper understanding of its relationships with and connections to other experiences and ideas (Dewey, 1944).

Reflective practice – encompasses the ability to reflect on one's actions to engage in a process of continuous learning (Schön, 1983).

Professional development – Professional learning activities that can develop an individual's skills, knowledge, expertise and effectiveness in their professional capacity (Garet, Porter, Desimone, Birman & Yoon, 2001).

Self-reflection – is the capacity of humans to exercise introspection and the willingness to learn more about their fundamental nature, purpose and essence (Habermas, 1978).

Transformative Learning – “Learning that transforms problematic frames of reference – set of fixed assumptions and expectations (habits of mind, meaning perspectives, mind-sets) – to make them more inclusive, discriminating, open, reflective and emotionally able to change” (Mezirow, 2003:58).

The following section explores how I addressed my dual role as practitioner-researcher during the action research process.

1.12 THE COMPLEXITY OF MY DUAL ROLE AS PRACTITIONER-RESEARCHER

With the emphasis on accountability, it will be relevant to address from the onset how I intend to address the complexity of my dual roles of practitioner-researcher. Action research is a specific form of practitioner research intended to solve problems and enhance practice (McNiff & Whitehead, 2011). Kemmis (2006, 2009) used the term practitioner research and action research interchangeably as they considered action research useful to provide insights into practice. Practitioner research offers the practitioner (facilitator) a chance to systematically investigate and continuously learn from their practices through reflective practice (Cochran-Smith & Lytle, 2009). Therefore, practitioner research is an empowering and developmental tool for facilitators to improve their practice (Kemmis, 2009).

Clarifying my positioning as practitioner-researcher within action research is important, as the degree, to which researchers position themselves as insiders or outsiders, will determine how they frame epistemological, methodological and ethical issues in their dissertations (Herr & Anderson, 2005). Cohen, Manion and Morrison (2007) interpreted practitioner-research as “improvement of professional practice at the local, perhaps classroom level, within the capacities of individuals and the situations in which they are working” (p.303). In adopting a Living Educational Theory (LET) approach, I could position myself as insider practitioner-researcher in this study.

Scholars (Cochran-Smith & Lytle, 2009; Dadds & Hart, 2001) suggested a range of purposes of practitioner-research. Purposes of practitioner-research include serving professional practices, to improve practice, enhance professional learning and for meaningful change. I realised that I needed to be aware of my subjective influence and critique against practitioner-research (Cordingley, 2008; Elliot, 1998; Shaw, 2005). Supporting and hindering factors shaped my experience as a practitioner-researcher. These factors included power, authority or influence, the aspect of time, and the ability to be self-reflective. However, I took heed of Ellis and Loughland’s (2016) warning that practitioner-research could be a challenging process. Examples of challenges included time pressures, teacher workloads and that research is often conducted without knowledge of relevant theory, so that a theory/practice divide prevails.

In addition, I was open to the professional learning process, which included accepting constructive criticism and feedback from critical friends to modify my practice. I took heed of the use of my professional position to gain access to information or people that I would otherwise not have access to. I understood that all participants should consent to the use of their data for research. My practitioner-researcher lens was influenced by my reflective approach (Boud *et al.*, 2013); my personal experiences; my personal viewpoints or ‘lens’; preconceptions and assumptions. I followed Smith’s (2011) advice to apply critical reflection that can involve reflection-on-action (after the event) and reflection-in-action (at the time of the event) as this type of reflection could support professional competency and professional development. A self-critical form of reflection

can achieve insights and assess own thoughts and behaviours, Smith (2011) asserted. In summation, hereafter the chapter outline as argument structure follows.

1.13 ARGUMENT STRUCTURE

The overall structure of the study takes the form of eight chapters, including an introduction chapter; literature review chapters; defence of my research methodology; unfolding of my action research cycles; the findings and results of the study and the summarising conclusion.

Chapter 1 serves as an introduction to the study and provides the motivation to facilitate transformative learning in a leadership development intervention within the context of the TVET sector. The chapter provides the background to the problem and institutional context of the study and the need for leadership development in the TVET sector. I provided my professional history and research interest as fuel for action. I expressed the significance of the study in the light of the possible contribution that the study could make to advance understanding of the developmental learning journey of a novice facilitator of transformative learning. I provided the reader with a transparent view of my assumptions, with which I entered the research process. In addition, I explained the key operational concepts. In summation, I clarified how I addressed the complexity of my dual role as practitioner-researcher during the research process.

Chapter 2 provides a review of the literature on transformative learning. First, the integrative review process of how I reviewed literature will be explained. Thematic synthesis structured my review findings around three major themes. The first theme explores theoretical foundations of the transformative learning theory. The second theme explains the transformative learning process. Subsequently, the third theme explores the facilitation of transformative learning in practice. Theoretical foundations of the transformative learning theory, which includes the definition of transformative learning; philosophical influences, alternative perspectives and the roots of the transformative learning theory, will be explored. Thereafter, the transformative learning process with key concepts relevant to the transformative learning theory will be provided. These concepts include a frame of reference; meaning schemes and meaning perspectives; critical reflection as the key element in the process of transformation and perspective transformation. The critique of the transformative learning theory is provided in the summation of this chapter.

Chapter 3 provides a review of the literature related to facilitating transformative learning. Thereafter, advantages to facilitate transformative learning in practice and challenges to facilitate transformative learning in practice will be reviewed. The stages of my argument are presented as follows: First, I provide a definitional framework, in which to position my study. Second, I explore literature on transformative learning in practice relevant to an organisational setting. Third, I present a case towards a transformative implementation framework, Gliszinski's (2008)

transformative learning model, which could be applied in my facilitation practice. I suggest facilitation strategies for each of the quadrants in the proposed implementation framework. Fourth, I present advantages and challenges to facilitate transformative learning in practice. This literature review concludes with an overview of methodologies applied in practice. Methodologies applied in practice will be explored. This includes a review of the methodologies applied in other research studies and methodological challenges identified and findings from the review in terms of action research methodology employed in facilitating transformative learning supports epistemology of practice.

Chapter 4 provides a review of the literature related to leadership development. The review provides a framework for practice, particularly in relation to facilitate transformative learning in leadership development. This literature review will first provide a definition of leadership, through which key scholars' views on leadership and the difference between management and leadership are explored. Second, the literature on leadership theories as the foundational basis to leadership development will be provided. Third, a definition of leadership development is provided. Fourth, leadership development for leaders in challenging organisational environments is explored. A multi-level perspective on leadership development processes and outcomes are presented. An argument for transformative learning in leadership development is justified. Thereafter, the need for transformative learning in leadership development is motivated. I suggest that transformative learning could be valuable to capacitate leaders through learning from experience; critical reflection; dialogue and action. Finally, a gap in literature is addressed as leadership development activities to foster transformative learning in practice are provided.

Chapter 5 provides a detailed description of the research design, my chosen theoretical paradigm undergirding an epistemology of practice, and key philosophical perspectives. My defence for choosing my research approach to suit the research purpose will be given. Key theoretical underpinnings of the action research methodology will be provided. My positioning regarding the type of action research method that I chose will be clarified. Data generation methods per cycle will be explained. Methods for data transformation and synthesis will be highlighted. Presentation of data display and consolidation will be explained. The methodological challenges experienced and lessons learned will be shared as well as how I intend to address the complexity of the practitioner-researcher role during this research process.

Chapters 6 and 7 present the research findings per action research cycle in detail and include data from three action-research cycles, as they will unfold. The findings from the thematic analysis of participant reflection journals; transcriptions from audio recordings; workshop evaluation forms; independent participant evaluation and my researcher reflection journals and memos will be explained. The themes, which emerged from the research, with minor categories and evidence in relation to each finding, will be presented. The discussion of each research finding will be

concluded with an integration of the research results in frameworks as part of the data synthesis process.

Chapter 8 concludes the discussion of the findings. In the final chapter, I aim to reflect on the initial research question and attempt to provide logical answers to the research question through a synthesis of the research findings. The findings are reviewed in terms of the literature to explain whether and how my findings contribute to the existing body of literature. Thereafter, implications of the findings on theory, policy and practice are discussed. The significance of the research is stated, limitations and shortcomings are highlighted, and suggestions are made for further research that could serve as a building block towards a further research agenda. I will provide final reflections on my intellectual journey and provide a conclusive summary.

1.14 CHAPTER SUMMARY

Chapter 1 served as an introduction to the study and provided the motivation to facilitate transformative learning in a leadership development intervention within the context of the TVET sector. The chapter provided the background to the problem and institutional context of the study and clarified the need for leadership development in the TVET sector. I explained my professional history and research interest as fuel for action. I expressed the significance of the study in light of the possible contribution the study could make to advance the understanding of the developmental learning journey of a novice facilitator of transformative learning. I clarified my positioning in terms of a research design and methodology, which undergird an epistemology of practice. I also stated my assumptions, which influenced the way I conducted the study and specified the key operational concepts. Thereafter, I explained how I addressed the complexity of the dual roles of practitioner-researcher, as these could affect the quality of the research, if not considered during the research process. The next chapter will explore literature on the transformative learning theory.

CHAPTER TWO TRANSFORMATIVE LEARNING: A LITERATURE REVIEW

INTRODUCTION

INTEGRATIVE REVIEW PROCESS APPLIED IN THIS STUDY

LITERATURE REVIEW ARGUMENT MAP

THEORETICAL FOUNDATIONS OF THE TRANSFORMATIVE LEARNING THEORY

THE TRANSFORMATIVE LEARNING PROCESS

- ❖ Frame of reference, meaning schemes and meaning perspectives
- ❖ Critical reflection as key element in the process of transformation
- ❖ Perspective transformation

CRITIQUE AGAINST THE TRANSFORMATIVE LEARNING THEORY

CHAPTER SUMMARY

- ❖ Definition of transformative learning
- ❖ Philosophical influences, alternative perspectives and roots of the transformative learning theory
 - Foundational influences
 - Kuhn's (1962) notion of paradigm shifts
 - Freire's (1970) commentaries on conscientisation
 - Habermas' (1971, 1982) domains of learning and theory of action (1984, 1987)
 - Alternative theoretical perspectives
 - Transformative learning roots

CHAPTER 2: TRANSFORMATIVE LEARNING – LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter aimed to present the orientation to an action research study, in which I justified the background and motivation for the study. I clarified research questions and my methodological positioning, within which my research was framed. This chapter presents the foundational and current literature on transformative learning theory that synthesise the theoretical, developmental and epistemological literature on transformative learning. In this study, the transformative learning theory is positioned as a theoretical framework by means of which to eventually interpret data during an action research methodological process. The main purpose of this literature review is to show the reader, in a systematic way, what is already known about the theory of transformative learning. In addition, the second purpose is, based on what is already known, to highlight the research deficiencies within literature, and strengthen the argument and need for this research. In this chapter, I will outline key ideas and theories that could help to provide understanding of the transformative learning theory.

The past decade has seen increasingly rapid advances in the field of transformative learning. A considerable amount of literature has been published on how to facilitate transformative learning (Cranton, 2006, 2009, 2011; Cranton & Merriam, 2015; Dirkx & Smith, 2009; King, 2000, 2005; Yorks & Kasl, 2006). Furthermore, research on the practice of and challenges in facilitating transformative learning has been explored (Nerstrom, 2017; Taylor & Laros, 2014). Moreover, research studies report on transformative learning facilitated (Gravett, 2004) and a transformative curriculum designed (Duncan, Alperstein, Mayers, Olkers, & Gibbs, 2006) in the South African context. However, no research has been found in the South African context on the learning experiences from an educator of colour facilitating transformative learning in a leadership development within the context of the Technical Vocational Education and Training college sector.

The aspect of race might be regarded as a sensitive, yet relevant issue, as I seek to engage with Cranton's (2006) argument that transformative learning is greatly impoverished by the failure to attract larger numbers of educators of colour. Cranton (2006) observed that the body of work that links itself to Jack Mezirow's theory building has been dominated by White people from the European and American contexts. The result is that educators of colour from various other contexts do not see the relevance of the transformative learning theory, she argued. Based on this observation, Cranton (2006) therefore suggested that there is a need for inclusion of points of view rooted in different perspectives, which could make my observations as an educator of colour relevant in the context of this study.

In relation to their facilitation practice, Cranton (2011) encouraged facilitators of transformative learning to reflectively engage with questions such as: What does it mean to me to be a facilitator? How can I utilise my personal strengths and preferences in my facilitation practice? How am I different from and the same as other instructors in my discipline? Interestingly, Cranton's argument and the suggestion have merits in a South African context because guidance in terms of facilitating transformative learning in the European and Canadian countries seems good in theory. However, against the backdrop of South Africa's unique history and educational system and perspective from the background as an educator of colour, assumptions about the outcomes of facilitating transformative learning in a leadership development setting cannot be made.

Although extensive research has been carried out, as mentioned previously, no single study addresses Cranton's (2006) concern and argument in the South African context. While Kumi-Yeboah and James's (2012) research had similar research objectives, their study was done in another context. Moreover, theoretical approaches disconnected from social practice or context is a concern (Gordon & Pellegrin, 2008). In view of this gap in the literature, the perspective regarding the debate on facilitating transformative learning in a leadership development setting in the South African context must be broadened. I position my research in such critical gap. In addition, the significance of this research could contribute to an understanding of the learning experiences of a novice facilitator transformative learning from my perspective, taking into account my origin, my background, my educational system and the historical influences in my country, South Africa.

The stages of my argument in this literature review are presented as follows: First, I explain the integrative review process followed. Thematic synthesis structured my review findings around three major themes. The first theme explored theoretical foundations of the transformative learning theory. The second theme explained the transformative learning process. Subsequently, the third theme explored the facilitation of transformative learning in practice. However, due to the limitation in the chapter total page prescription, the latter theme will be explored in the following chapter (Chapter 3). This research study is positioned within the third theme of the literature argument map. This brings me to the following section, which explains the literature review argument map constructed through an integrated review process.

2.2 INTEGRATIVE REVIEW PROCESS APPLIED DURING THE REVIEW OF LITERATURE

An integrative research literature review was adopted to engage in a critical review. Integrative research reviews synthesise the accumulated state of knowledge and include data from theoretical and empirical literature in order to understand the phenomenon more fully (Booth, Papaioannou, & Sutton, 2012). The integrated research review adopted in a study proceeded through systematic steps. The steps in conducting the integrative review process include formulating a research question; considering search strategies; deciding upon selection criteria and procedure; pointing out the appraisal quality assessment criteria; specifying the data inclusion and exclusion strategy and lastly, developing a thematic synthesis of the extracted literature. Such integrative research review guided my review process to shape a coherent whole, highlighting important issues and trends about transformative learning within a comprehensive systematic structure. These steps are outlined from steps one to six and illustrated in Figure 2-1 below:

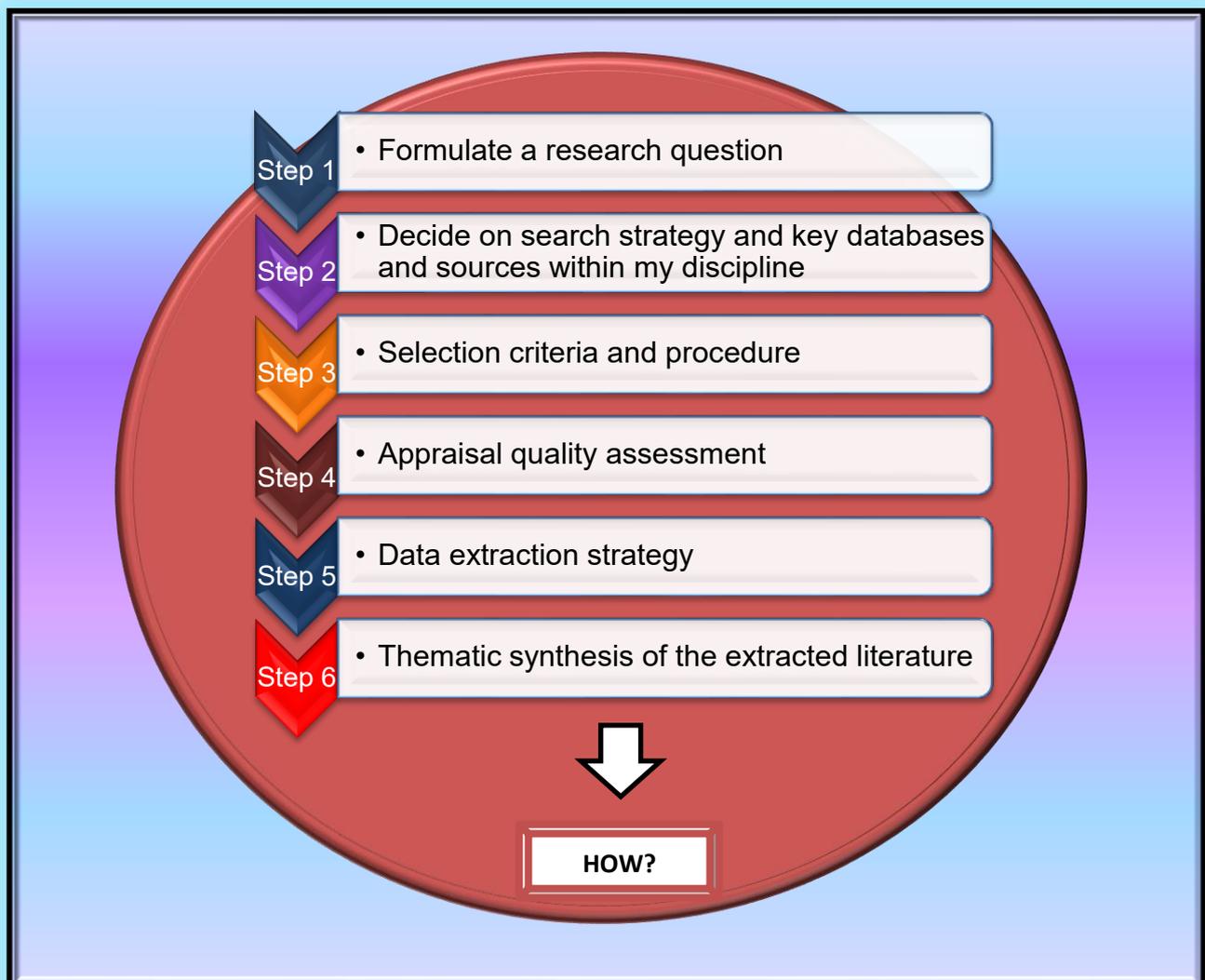


FIGURE 2-1: MY SYSTEMATIC REVIEW PROCESS

Figure 2-1 presented on the previous page illustrates how I progressed systematically through the integrative review process. The steps seem practical and easy in theory, but can be quite challenging in practice. Booth *et al.* (2012) warned each reviewer to take heed of common errors, which could be made during such a review process. These errors include the following:

- The reviewer does not take sufficient time to identify the best sources to include in the review;
- The reviewer merely uses secondary sources rather than primary sources;
- The reviewer reports isolated themes, rather than examining any relationship between them;
- The reviewer does not critically assess against the interpretations;
- The reviewer does not relate the findings to their own study or the research question.

Careful consideration of the common pitfalls, which reviewers make in practice enhanced awareness of rigour in the review process. Having mentioned the steps in my integrative review process, I will now move on to discuss each step in more detail.

2.2.1 Steps in conducting the integrative review process

The first step in the integrative review process was to define the scope of the research question to focus the review of the literature. Defining the scope allows the researcher to focus on the research question and informs the literature review process (Booth, 2006). The conceptual research question, which focused the review of literature during the research, was the following:

1. What are the underpinning epistemological and ontological concepts and models to facilitate transformative learning?

The purpose of the research question was to broaden understanding of the topic in order to improve the facilitation of transformative learning. The research question contained specific information on my topic, informed my literature search, and guided my actions as I engaged with literature. The first step in the integrative research process, which defined the research question, thus outlined the boundaries of this literature review.

Assembling a search strategy was the next step in the review process. The search strategy to guide the search process included using database sources and search filters according to the topic area and purpose of the review. Search filters restrict any search to the particular outcomes interested (Grayson & Gomersall, 2003). I browsed databases useful in an academic setting for finding and accessing academic journals, repositories and archives. Other databases browsed during this review was Academic Search Premier; EBSCO Host; Educational Resource Information Center (ERIC); Google Scholar; Mendeley; Scopus and WorldCat. The databases provided different sources and evidence relevant to the scope of the review. I used database search

strategies such as the Boolean operators; keywords; query modifiers; truncation and thesaurus searching were also employed. Assembling a search strategy was helpful to identify all available research data relevant to my research topic.

The selection of studies was the next step in my integrative review process. Formulating explicit inclusion and exclusion criteria is an essential part of such selection process (Petticrew & Roberts, 2006). The selection of studies was useful to exclude studies not relevant to the review. The inclusion criteria for this study included all articles published between 2000 and 2016. The second inclusion criteria involved literature that was written in English. Abstracts that contained one or more of the key search terms identified were included. The key search terms to which I limited my review was “transformative learning”, “facilitating transformative learning” and “fostering transformative learning” in English-language publications. Articles published in peer review journals were included. An article, which described an empirical study or is a theoretical review, was included. I included peer review theoretical and empirical papers related to transformative learning in theory as well as practice. The Data Extraction Form is attached as **Annexure 2** in the Addenda section.

The exclusion criteria guided the boundaries of what will not be included in the scope of the research project. As indicated in the table above, the studies that were excluded were all literature written before the year 2000, except the studies from the key author, Mezirow. Articles written in a language other than English were excluded. Gray literature, dissertations, essays, book reviews, letters, editorial, opinions or journalistic articles were excluded. Speculative articles were excluded. Search terms outside the parameters of the key concepts and search terms relevant to the transformative learning theory were excluded from the study. The exclusion criteria guided criteria to justify, why particular articles in the databases were not included.

Assessment of the evidence based is an essential next step in the review process. The quality assessment examines what is reported in an article. Mapping review provides questions to consider, when assessing the evidence base. These questions encourage a critical appraisal of the evidence as it considers how the evidence can be described; identification of relationships or key themes, where evidence is plentiful and evidence lacking such as gaps (Booth & Brice, 2004). Mapping review guided the critical appraisal, when performing a quality assessment. Moreover, core components of quality assessment such as validity, reliability and applicability of research that was reported in the articles were considered during the mapping review. Quality assessment guided the appraisal of the quality of the selected research evidence as I considered the following quality assessment prompts as proposed by Dixon-Woods *et al.* (2006):

- Are the aims and objectives of the research clearly stated?
- Is the research design clearly specified and appropriate for the aims and objectives of the research?

- Do the researchers provide a clear account of the process, by which their findings were reproduced?
- Do the researchers display enough data to support their interpretations and conclusions?
- Is the method of analysis appropriate and adequately explicated?

A quality assessment checklist guided the process of quality and relevance in this review. The Quality Appraisal Checklist is attached as **Annexure 3** in the Addenda section.

The next step involved data extraction, through which a summary data was tabulated. Data extraction involves data analyses and data processing to retrieve the relevant information useful to the research study (Cresswell, 2003, 2009). The data extraction process was time-consuming; however, it was approached in a systematic and consistent manner. A thematic matrix helped with the identification of patterns and semantic concept identification. Consequently, data extraction was a key step in progress towards thematic synthesis. The data extraction process guided me in terms of which data to extract based on themes. The data extraction process further allowed me to examine, which elements of data were present in each individually study report and facilitated comparisons in relation to both what was reported, and what was missing.

The final step in the review process was the thematic synthesis of extracting literature. Thematic synthesis generates interpretive constructs and guides the development of descriptive themes (Thomas & Harden, 2008). Thematic synthesis provided descriptive themes and sub-themes to synthesise the review evidence. The thematic synthesis process involved the centrality of major themes weaved through the included literature. Combs, Bustamante, and Onwuegbuzie (2010) proposed a formative presentation of the interpretive review evidence. Such evidence includes a literature review map or diagrams, matrices or outlines that indicate the main themes, sub-themes, categories, subcategories, patterns and sequencing of ideas. An example of a literature map is included as Figure 2-2 in the next section. Furthermore, the thematic synthesis was relevant to bring together and integrate the findings of multiple studies. Evidence of descriptive themes generated through my thematic synthesis process is provided, at least to some degree, to justify the systematic approach followed in this review and will, therefore, be explained in the following section.

2.2.2 Development of and positioning within a literature review argument map

Thematic synthesis generated descriptive themes from the literature evidence. Thematic synthesis brings together and integrates findings as it identifies recurring themes from multiple studies (Barnett-Page & Thomas, 2009). The review included the textual findings from the primary studies. The textual findings helped to generate new themes and a conceptual framework relevant to the research question guiding the review. The thematic synthesis guided the creation of meaningful labels from themes that emerged from the literature and establishing relationships between the different themes.

Three themes were identified through the thematic synthesis analytical process. After initially identifying different relationships, supporting ideas were grouped. The first theme generated comprised theoretical foundations of the transformative learning theory. The categories under this theme included the following: definition; critique against the theory; foundational influences; alternative approaches and perspectives as well as the roots of the transformative learning theory. Moreover, the subcategory of critique against the theory provided me with critical insight into disagreements and alternative perspectives about the theory. The first theme provided me with a basic understanding of the key foundational scholars and supporters of the transformative learning theory.

The second theme, identified through the thematic synthesis analytical process, was the transformative learning process. There seemed to be an inconsistency in the common understanding of the process of transformative learning. A typical search on the process of transformative learning yielded diverse results. However, the key concepts in the transformative learning process remained similar in most articles. Therefore, I grouped the key concepts and organised other categories that were presented such as types of reflection; types of learning; transformative learning quadrants/elements and stages of perspective transformation. The second theme guided an understanding of the relationships between key concepts in the transformative learning process.

The third theme that emerged from the literature search was facilitating transformative learning in practice. It is within this theme, where a gap in research was identified and within which I positioned my argument. The original theme, which emerged, was facilitating transformative learning, as research studies explored in this area in various contexts are exhaustive. For the purpose of this review, therefore, I limited the theme to facilitating transformative curriculum models. The categories that emerged within this third theme were types of transformative curriculum models and implications for practice, which included the role of the facilitator, while facilitating transformative learning. The outcome of the thematic synthesis of the literature on transformative learning resulted in a literature review argument map to position this research study, as illustrated in Figure 2-2 on the following page:

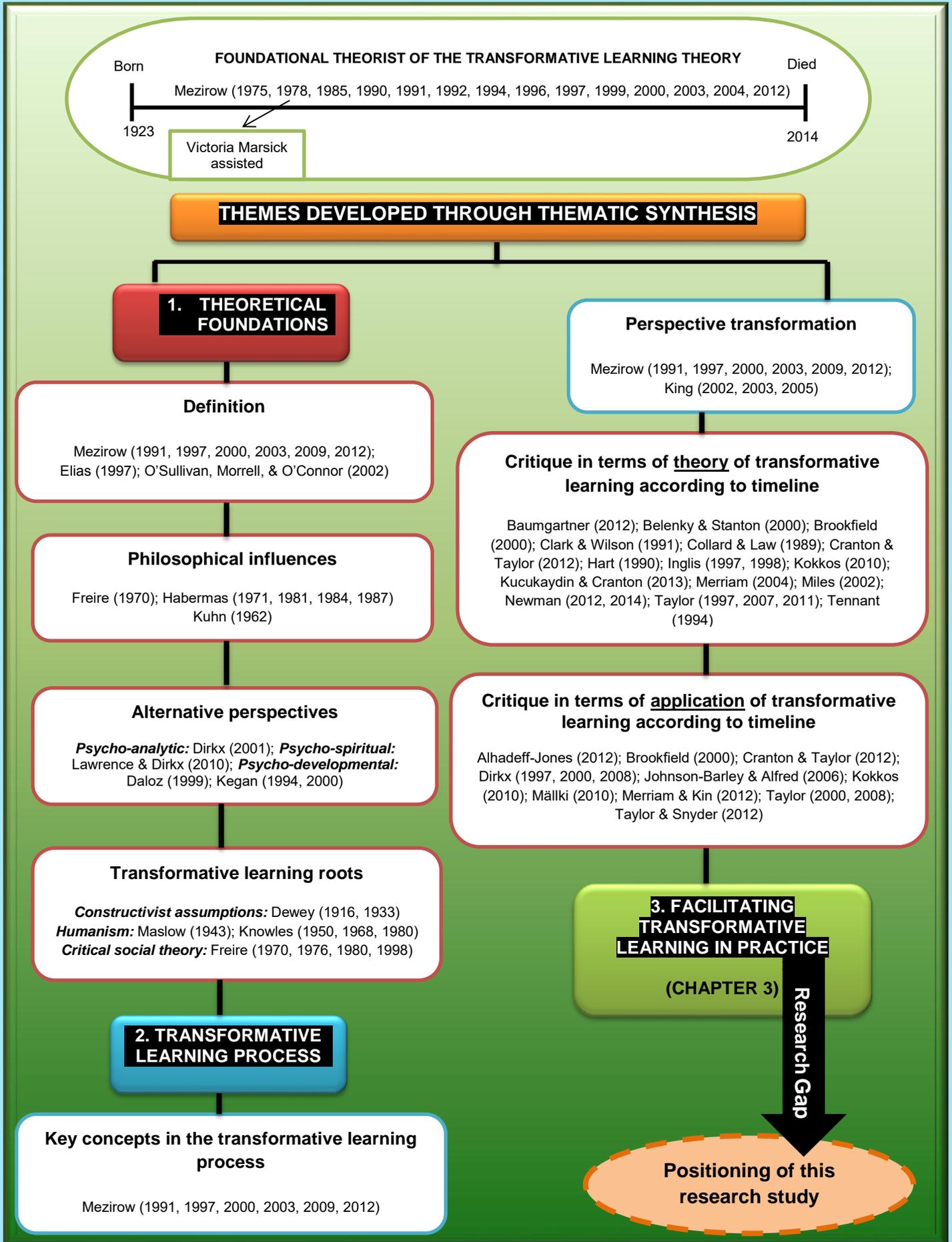


FIGURE 2-2: MY LITERATURE ARGUMENT MAP FOR THE TRANSFORMATIVE LEARNING THEORY

The literature review map presented on the previous page guided my mapping of literature and literature concepts based on conceptual connections and associations. In this section, the practical integrative review process followed throughout the literature review process has been explained. The integrative review process included six crucial steps, which are: to formulate a research question; decide on a search strategy; selection criteria and procedure; quality assessment appraisal; data extraction strategy and thematic synthesis of the extracted literature. Having discussed my integrative review process, the next section of this chapter addresses the themes generated through the integrated review process. In the section that follows is an account of the theoretical foundations of the transformative learning theory.

2.3 THEORETICAL FOUNDATIONS OF THE TRANSFORMATIVE LEARNING THEORY

Transformative learning has its origin from the writings of Jack Mezirow, a professor of adult education, who launched the concept of transformative learning in 1975 and defended it in publications as recent as 2012. The concept of transformative learning developed because of his search to identify factors that impede or facilitate women's liberation processes in adult education or re-entry programmes (Mezirow, 1975, 1978). In addition, researchers and practitioners from various theoretical persuasions and practice settings (Newman, 2014) studied transformative learning. There is a consensus amongst scholars that transformative learning is a fundamental theory in adult education (Cranton, 2010, 2016; Cranton & Merriam, 2015; Dirkx, 2012; Kokkos *et al.*, 2015; Kroth & Cranton, 2014; Nerstrom, 2017). Jack Mezirow (1923-2014) contributed extensively to the understanding of the transformative learning experience in adult education.

Transformative learning in adult education, according to Mezirow (1991, 2000, 2003) is the epistemology of how adults learn to think for themselves rather than act upon the assimilated beliefs, values, feelings and judgment of others. Dirkx (1998) argued that the theory of transformative learning is a complicated idea that offers considerable theoretical, practical and ethical challenges. Kitchenham (2008) agreed that the theory of transformative learning is complex and multifaceted. However, Jack Mezirow's theory of transformative learning has, over the past three decades, changed the way we understand adult learning and remains highly relevant for adult facilitators, Taylor and Cranton (2012) asserted. Therefore, even though the transformative learning theory is regarded as a complicated idea, which elicited discussion and debate (Dirkx, Mezirow, & Cranton, 2006; Kitchenham, 2015; Newman, 2012, 2014), Mezirow invited open discussion and contribution to "build a theory in the process of development" (Mezirow, 2004:70).

The theoretical foundations of the transformative learning theory provided a system of interconnected abstractions and ideas that guided this research study. The theoretical foundations

are divided into four sections. First, the definition of transformative learning is explored. Second, theoretical critique about the transformative learning theory is analysed. Third, alternative perspectives to Mezirow's psycho-critical perspective are provided. Thereafter, theoretical roots of the transformative learning theory are provided. Before proceeding to the other sections in the theoretical foundations, it is necessary to define the transformative learning theory in the next section.

2.3.1 Definition of Transformative Learning

In language proficiency classes, I was taught that any definition can be divided into an intentional definition and an extensional definition. An intentional definition tries to give the essence of the term and extensional definition proceeds by listing the objects that a term describes. For the purpose of clarity of the concept, both – as provided by literature – are explored. The original definition by the founder of the theory is provided and expansions of the definition are discussed. Thereafter, a working definition for the purpose of this study is outlined. The next section considers the conceptual analysis of Mezirow's transformative learning theory.

The transformative learning theory was articulated by Jack Mezirow in 1991 in his book *Transformative Dimensions of Adult Learning*, where the theory was brought to the forefront in adult education literature (Cranton, 2010). The intentional definition according to Mezirow (2000) is:

“...The process, by which we transform our taken-for-granted frames of reference (meaning schemes, meaning perspectives, habits of mind and mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective, so that they may generate beliefs and opinions that will prove more true or justified to guide action” (pp.7-8).

Mezirow (1997) claimed that the transformative learning theory is a theory of adult learning, which is instrumental in transforming adult thinking. According to Mezirow, the goal of adult education is transformative learning.

Mezirow (2000) asserted that the transformative learning theory attempts to explain the process of making meaning of experiences. Experiences are seen through the lens of frames of reference, which include distortions, prejudices, stereotypes and unexamined beliefs. In the process of developing more reliable beliefs, transformative learning involves learning “how to negotiate and act upon our own purposes, values, feelings, and meanings rather than those we have uncritically assimilated from others” (Mezirow, 2000:8). Subsequently, the learning about these experiences becomes transformative, when we make a deep shift in how we see ourselves or the world around us and act upon the revised perspective (Cranton, 2010, 2016; Mezirow, 2000, 2012).

In 2003, Mezirow expanded his original definition by adding an extensional component. Mezirow's (2003) extensional definition claimed that transformative learning encompasses:

“... Learning that transforms problematic frames of reference to make them more inclusive, discriminating, open, reflective and emotionally able to change. Such frames of reference are better than others are because they are more likely to generate beliefs and opinions that will prove more true or justified to guide action” (Mezirow, 2003).

This definition provided an extensive understanding of the meaning of the term. A summarised definition provided in 2012 defined transformative learning as “the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience as a guide to future action” (Mezirow, 2012:74).

In addition to Mezirow’s definition, Elias (1997) extended the original definition. Elias (1997) held the view that transformative learning is:

“...The expansion of consciousness through the transformation of worldviews and the specific capacities of the self: transformative learning is facilitated through consciously directed processes such as appreciatively assessing and receiving the symbolic contents of the unconsciousness, and critically analysing the underlying premises” (p.3).

Elias’ version explicitly articulates the role of consciousness and how transformative learning can be facilitated.

Interestingly, O’Sullivan, Morrell, and O’Connor (2002) agreed with Elias (1997) in his focus on facilitating from a position of unconsciousness to a critical reflection on the self. O’Sullivan, Morrell, and O’Connor (2002) defined transformative learning as:

“...A deep, structural shift in the basic premises of thought, feelings and actions. It is a shift of consciousness that dramatically alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awareness; our visions of alternative approaches to living, and our sense of possibilities for social justice and peace and personal joy” (p.5).

According to the interpretation of O’Sullivan *et al.*, (2002), Mezirow’s goal is thus to foster learners, who are more able to act on their own purpose, values and beliefs, rather than uncritically acting on the beliefs of others. Newman (2012) criticised the extended definition of O’Sullivan *et al.* (2002) as unachievable. However, I agree and support the basic principle of the transformative learning theory highlighted by their definition, which is the shift in perspective.

A critical analysis of the definitions provided highlights the main distinctions in focus, which is learning within awareness and learning outside of awareness. This is an important distinction, as it has implications for practice. Furthermore, I support the idea of Dirkx, Mezirow, and Cranton (2006) that the essential dimension of any definition of transformative learning includes explicit recognition of the foundation process, within awareness involving critical assessment of epistemic

assumptions. Based on the scholars' definition, a working definition for the purpose of this study would be:

Transformative learning is a process of critical engagement, reflective discourse, and action geared towards shifting mental barriers formed through interactions and experiences in social systems and structures, to move towards an epistemological shift, empowerment, change or transformation.

Now that a definition of the transformative learning theory has been explored, a working definition for the purpose of this study has been provided. This brings me to present the next section, which is the philosophical basis of the transformative learning theory.

2.3.2 Philosophical influences, alternative perspectives, and roots of the Transformative Learning Theory

The following section aims to describe the philosophical influences, alternative perspectives, and roots of the transformative learning theory. The philosophical influences outline the three early and most important influences that helped form the basic facets related to Mezirow's transformative learning theory. The alternative perspectives of transformative learning emerged and contributed to the extension of the theory. Thereafter, the roots of the transformative learning to which the transformative learning theory can be traced, are presented. An illustration on the following page provides a visual interpretation of the text to follow. Each component in the transformative learning concept map in Figure 2-3² on the following page will be explained to make the meaning of the components in the diagram explicit.

² An original contribution to knowledge – Cross-reference Chapter 8 Section 8.3

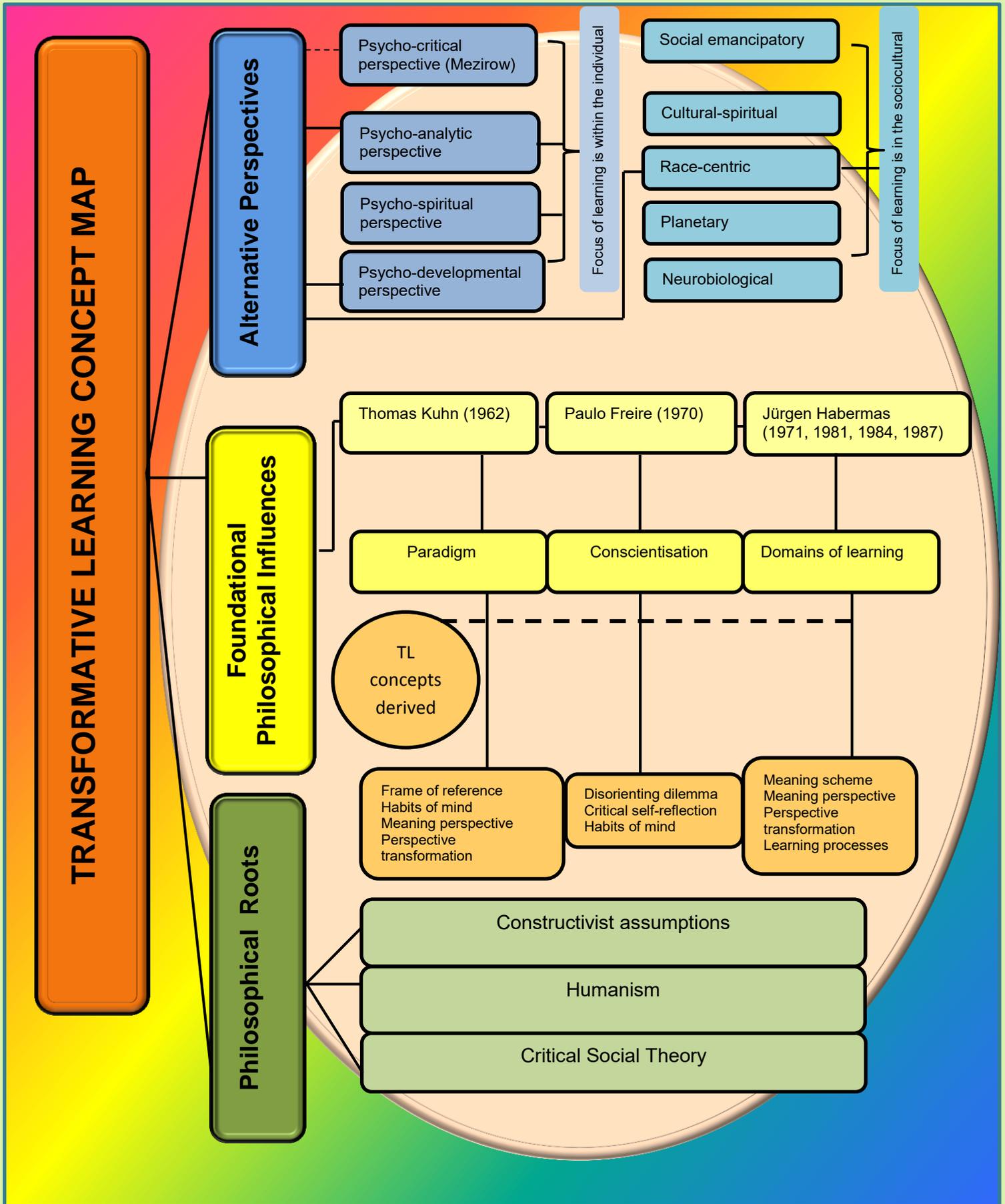


FIGURE 2-3: MY TRANSFORMATIVE LEARNING CONCEPT MAP

The illustration on the previous page visually demonstrates the roots, philosophical foundational influences, and alternative concepts that emerged during the review of the literature. The philosophical foundations provide the building blocks, from which the transformative learning theory was derived. These building blocks include the work of Thomas Kuhn (1962), Paulo Freire (1970) and Jürgen Habermas (1971, 1981, 1984). The theoretical concepts adapted from these scholars into Mezirow's conception of the transformative learning theory were a paradigm, conscientisation and domains of learning. The philosophical influences of the transformative learning theory will be explained from this point forward.

2.3.2.1 *The foundational philosophical influences that informed the transformative learning theory*

Transformative learning as a research framework was identified and conceptualised by Jack Mezirow (1978) in collaboration with Victoria Marsick (Mezirow, 1978; Mezirow & Marsick, 1978). Three major influences on specific facets of the transformative learning theory included first, the work of Kuhn's (1962) notion of paradigm shifts. Second, the transformative learning theory was informed by Paulo Freire's (1970) commentaries on conscientisation in support of his views towards emancipatory education. Third, the transformative learning theory was informed by Jürgen Habermas (1971, 1981, 1984) "emancipatory action" domain of learning. Interestingly, these philosophical influences informed key concepts, which formed building blocks in Mezirow's theory. He integrated conceptions of their theories and developed constructs into the transformative learning theory. It might be relevant to explore the contribution of each of these theorists separately below.

(i) Kuhn's (1962) notion of paradigm shifts and their influence on the transformative learning theory

The existing literature suggests that Thomas Kuhn had a major developmental influence on the theory (Kitchenham, 2008; Mezirow, 2000). In 1962, Kuhn introduced the concept of a paradigm in the *Structure of Scientific Revolutions* (1962). He explained that a paradigm is one of the several frames of reference within a field of practice. A paradigm encompasses a collection of ways of seeing, methods of inquiry, values, beliefs, ideas, and attitudes informing a specific worldview or set of practice. In relation to science, Kuhn suggests that changing paradigms allow people to view their surrounding in new and different ways. The influence such paradigm has in the context of transformative learning is the learning, which occurs, when changing such paradigms. Mezirow realised the significance of the paradigm and rephrased it as a frame of reference (Mezirow, 1995, 2000). Mezirow (1991, 2000) credited Thomas Kuhn as a key influence on his conceptual construction of the transformative learning theory.

Additionally, changes in paradigms involved thresholds that are crossed suddenly to resolve "cognitive dissonance". Cognitive dissonance is an earlier formulation of the concept of "troublesome knowledge". Changes in paradigms caused the build-up of stress that forces the adult learners away from their own previous certainties and towards a new conceptual framework. Such new framework is referred to as a new paradigm as a result of such paradigm shift in the frame of reference (meaning perspectives). The concepts derived from Kuhn's writings were the frame of reference; habits of mind; meaning perspective and perspective transformation. Kuhn suggested that changing paradigms allows people to view their surroundings in new and different ways. What follows is a brief report on Paulo Freire's philosophical influence on the transformative learning theory.

(ii) Paulo Freire's (1970, 1973) commentaries on conscientisation and its relevance to transformative learning

The second theorist, who had an influence on Mezirow's theory development was Freire (1970, 1973). Freire's ideas of conscientisation and critical consciousness influenced Mezirow's theory of transformative learning. Mezirow (2007) explained that while engaging with the writing of Paulo Freire in the 1970s, he became aware of a crucial missing dimension in his own understanding about adult learning. This missing dimension was what Freire conceptualised as "conscientisation". Conscientisation was a learning process, through which a group of participants in Freire's study changed their traditional frames of reference through critical awareness. Mezirow identified the relevance of conscientisation in adult education as it could assist adults to realise their potential for becoming liberated, socially responsible, autonomous and dialogic thinkers (Mezirow, 2000).

Freire defined conscientisation as "learning to perceive social, political and economic contradictions that enabled students to take action against oppressive elements of reality" (Freire, 2000:35). Mezirow promoted the relevance of conscientisation in the adult learning process. Mezirow (2009) believed that individuals can be transformed through a process of conscientisation, which encompassed critical reflection. Mezirow further elaborated on Freire's (1985) concepts of praxis, reflection and dialogue. He argued that through these concepts, adults can begin to understand themselves as active agents, who are able to identify and create conditions for the possibility of change in oppressive socio-political constructs. The concepts derived from Freire's (1970, 1973) writings and adapted by Mezirow were disorienting dilemma, critical reflection and habits of mind. Mezirow adapted these concepts to show how adult learners can engage in critical reflection to become liberated from passively and uncritically assimilated habits of mind (meaning schemes). An explanation of Habermas' will follow next.

(iii) Habermas' (1971, 1982) domains of learning and theory of action (1984, 1987) and their relevance to transformative learning

Mezirow drew on the work of Jürgen Habermas (1971, 1982, 1984, 1987) to support some of his assertions (Mezirow, 2000). Habermas (1984) argued that human beings are social beings living in the context of a life-world that opens up in conversation and constructs the world through language. Habermas (1984) used phrases such as 'pre-reflective', as a set of 'taken-for-granted background assumptions', natively mastered skills, which enters into cooperative processes of interpretation. In the world of unquestioned assumptions and shared cultural convictions, individuals communicate meaning through interaction.

Furthermore, Mezirow adopted Habermas' three types of knowledge or domains of learning, which were explained through his work *The Theory of Communicative Action* (1984, 1987) and *Human Interest* (1971). The three types of knowledge or domains of learning were instrumental or technical, communicative or practical and emancipatory (Kitchenham, 2008). Mezirow described the influence of instrumental, communicative and emancipatory concepts on the conceptualising and development of transformative learning. Instrumental learning is concerned with objective, empirical knowledge derived from the scientific method. Instrumental learning refers to learning used to control or manipulate the environment or other people, as in task-oriented problem-solving. Instrumental learning is applied in problem-solving processes and is judged by informal consensus regarding the logic of analysis (Mezirow, 2000).

Moreover, communicative learning involves interpretation and understanding of us and others (Cranton, 2016). Communicative learning is concerned with interpreting and dealing with ideas of others. Mezirow (1997, 2001) explained that such process requires confronting the unknown. Confronting the unknown could result in new meaning schemes and experiences to gain further understanding. Resulting understanding is based on the collection of data; comparing incidents, concepts and words, and relating these emergent patterns metaphorically into meaning perspectives through reflection (Mezirow, 2001). To summarise, communicative learning involves understanding ourselves, others and the social norms of the community.

Subsequently, emancipatory learning is the domain of learning that is concerned with freeing the adult learner. This involves becoming emancipated from constraints placed on us by uncritically assimilated assumptions and expectations. Emancipatory learning involves self-reflective experiences that transform the perspective people have about themselves and world through critical assessment (Cranton, 2016). Concepts derived from Habermas' (1971, 1981, 1984) writings and adapted by Mezirow was meaning scheme; meaning perspective; perspective transformation and learning processes (Kitchenham, 2008). Having discussed the philosophical influences on the transformative learning theory, the next section addresses the alternative theoretical perspectives on the transformative learning theory.

2.3.2.2 ***Alternative theoretical perspectives on the transformative learning theory***

Alternative theoretical perspectives emerged in respect of transformative learning. These perspectives emerged due to perceptions that factors and ideas have been overlooked in the dominant theory of transformation. These alternative views have implications for practice. Taylor (2007) offered a distinction between these views, which is organised around the locus of learning. In the first cluster (Mezirow's psycho-critical, psycho-analytic, psycho-spiritual and psycho-developmental views), the locus of learning is within the individual. Mezirow's theory of transformative learning positioned the individual as a unit of analysis. The individuals were positioned as a unit of analysis as they critically reflect on habits of mind to uncover distortions and replace them with more inclusive perspectives.

Merriam, Cafarella, and Baumgartner (2007) referred to this positioning as a psycho-critical approach. The psycho-critical approach to transformative learning suggests a process that is personal and intimate as the learner develops a deeper sense of self and meaning through lived experiences (Lawrence & Dirkx, 2010). The process of learning and change in the individual is experienced at a personal level. Methods to facilitate the psycho-critical approach include reflective journaling; facilitation of dialogue; rational discourse and action planning.

The psycho-analytic view of transformative learning, which originated from Carl Jung's (1965) depth psychology and theory of individuation. Dirkx (1997) draws on the Jungian psycho-analytical perspectives to define the nature and source of intrapsychic conflicts and integrate these in transformative learning processes. Dirkx (1997) pointed out that even though he agreed with transformative learning in principle, he suggested a more integrated and holistic understanding of subjectivity. Therefore, he suggested a more integrated understanding of subjectivity that reflects the intellectual, emotional, moral and spiritual dimensions of the inner being in the world (Dirkx *et al.*, 2006).

The psycho-analytical view addresses the gap, where transformative learning relies heavily on cognition and reason; however, it understates the active involvement of emotions, feelings and imagination. Subsequently, Dirkx (2000a) explained that transformative learning experiences need to incorporate individuation, which involves discovery of new talents, a sense of empowerment and confidence and a deeper understanding of one's inner self. In addition, entry points for the psychoanalytic view include consciousness raising, critical reflection, psychological development and individuation. Methods to facilitate the psycho-analytic approach include journaling; art; dance; myths; storytelling; guided imagery and mind exploration such as hypnosis and exploring the meaning of dreams.

The third alternative view includes the psycho-spiritual dimensions. This view builds on the recognition of the transformative potential of the spiritual experience. As Dirkx (2001a) pointed out, those experiences of soul emphasise the concrete, deeply personal nature of transformative

learning experiences. The experiences could be transformative as they evoke aspects of the self previously unknown, unrecognised or unaccepted within the learner's life. Lawrence and Dirkx (2010) further claimed that the experiences could lead to self-knowledge and to positive characterological transformation. Subsequently, methods to facilitate the psycho-spiritual approach include activities in mindfulness/centring; creative or artistic projects; artwork; poem and musical compositions.

The psycho-developmental view of transformative learning centres on epistemological change over time. Daloz (1999) proposed this view to explain how individuals make sense of their lives as they progress developmentally in developmental phases. The focus is the change in how we make meaning through continuous, incremental and progressive growth across the life-span. Moreover, movement into new developmental phases requires constructing new meaning structures. The process is geared towards personal change. Kegan (1994) further emphasised the role of relationships, personal contextual influences and holistic ways of knowing through this view. In summary, in contrast with the psycho-critical view, the psycho-developmental view on transformative learning considers the social context. Subsequently, methods to facilitate the psycho-critical view includes stories; metaphors; reflective journaling, critical questioning and classroom dialogue. The psycho-developmental view concludes the first cluster of alternative views, as specified in the introduction to this section.

This brings me to the second cluster of alternative views on transformative learning. In the second cluster (social emancipatory; cultural-spiritual; race-centric; planetary perspective) the locus of learning is in the socio-cultural dimensions. The first alternative view in the second cluster is the social-emancipatory view on transformative learning. The social-emancipatory view is primarily rooted in the work of Freire (1984). Moreover, the social-emancipatory view promotes emancipatory transformative learning through critical reflection (Taylor, 2008). The aim of emancipatory transformative learning through critical reflection is to help learners rediscover their power to transform through consciousness-raising and awareness. In addition, conscientisation through problem-posing and critical reflection could guide the learner to become aware of and resist oppressors in the socio-cultural environment to thus become part of social change.

The second alternative view in the second cluster is the cultural-spiritual view on transformative learning. The cultural-spiritual view on transformative learning relates to how culture shapes the transformative learning process. Merriam and Ntseane (2008) investigated the role of cultural context and how it shaped the process of transformative learning on a sample of 12 participants in Botswana. In fact, the research findings through interviews suggest that three culturally-specific factors shaped the transformative learning process, which was spirituality and the metaphysical world, community responsibilities and relationships and gender roles. This brings me to the third alternative view in the second cluster.

The third alternative view in the second cluster is the race-centric perspective. The main aim of the race-centric perspective is to raise race consciousness through a group effort. Taylor (2008) claimed that transformative learning deliberately, consciously promotes race activism, and fosters political framework in a safe learning environment. Furthermore, the political framework guides deconstruction of assumptions through dialogue with others. Next, the race-centric perspective guides critical reflection on polyrhythmic realities. Taylor (2008) accentuated the value of the perspective as it promotes inclusion, empowerment and learning to negotiate with other race groups. In addition, the race-centric perspective is a more current social perspective of transformative learning.

The fourth alternative view in the second cluster is the planetary view on transformative learning. The planetary perspective views transformative learning as an educational framework to promote understanding of the interconnectedness of the human being. Subsequently, Taylor (2005) explained this interconnectedness between the universe, planet, natural environment, human community and how humans relate to the physical world elements. Moreover, Merriam, Caffarella, and Baumgartner (2007) observed that the planetary perspective emphasises the quality of life issues, fostering a community's sense of place, diversity within and between communities and an appreciation of spirituality.

Finally, the fifth alternative view in the second cluster is the neurobiological perspective. The neurobiological perspective on transformative learning is based on neurobiological processes. Findings from research by clinicians, using medical imaging techniques, affirm that brain structure changes during a learning process (Janik, 2007). Consequently, the structures and functioning of the individual's psyche changes (Metzner, 1998). Therefore, a neurobiological approach to transformative learning suggests that:

- (1) The individual requires discomfort before discovery;
- (2) Is rooted in the learner's experiences, needs and interests;
- (3) Is strengthened by emotive, sensory and kinaesthetic experiences;
- (4) Appreciates differences in learning between males and females, and
- (5) Demands that educators acquire an understanding of a unique discourse and knowledge base of neurobiological systems (Taylor, 2008:8).

In summary, a neurobiological approach to transformative learning implies how the brain structure changes during the learning process. A visual representation of these alternative perspectives is illustrated in Table 2-1 on the following page.

TABLE 2-1: ALTERNATIVE THEORETICAL PERSPECTIVES OF TRANSFORMATIVE LEARNING

	Theoretical perspective	Description	Methods to facilitate
1.	Psycho-critical (Mezirow, 1991)	<ul style="list-style-type: none"> • Learning is a process that is personal and intimate. • Learner develops a deeper sense of self and meaning through lived experiences. • Involves rationality, reasoning and critical reflection. 	Reflective journals; Dialogue; Action Planning
2.	Psycho-analytic (Dirkx, 2001)	<ul style="list-style-type: none"> • Learning is significant, when the learner is able to rely on internal knowing about their world. • Individuation is based on dialogue between the conscious and the unconscious. • Includes emotions, feelings and imagination. 	Journal; Art; Dance; Myths; Stories; Guided imagery; Mind exploration
3.	Psycho-spiritual (Lawrence & Dirkx, 2010)	<ul style="list-style-type: none"> • Learning is an imaginative engagement with spirituality. • Learning involves emotion-laden learning experiences in connection with a more transcendent reality. • Includes spiritual learning elicited through symbol, metaphor or image. 	Activities in mindfulness/ centring; creative or artistic projects; artwork; poem; musical compositions
4.	Psycho- developmental (Daloz, 1999; Kegan, 2000)	<ul style="list-style-type: none"> • Learning takes place through developmental phases. • The individuals need to construct meaning of life. • Learning is continuous, progressive. • Social context is considered. • Holistic ways of knowing. • Geared towards personal change. 	Stories; metaphors; reflective journaling; critical questioning; classroom dialogue

In addition, transformative learning has its roots in constructivist assumptions, humanism and critical social theory. An explanation of the transformative learning roots will be presented in the following section.

2.3.2.3 *Transformative learning roots*

Transformative learning has its roots in constructivist assumptions, humanism and critical social theory. Dewey (1916, 1933), credited as the father of constructivist learning theory, proposed the endeavour of constructing knowledge. The transformative learning theory draws from the constructivist paradigm, when learners construct knowledge through their experience in the world (Cranton, 1994). Consequently, individuals constructing knowledge could lead to becoming liberated, socially responsible and autonomous learners. Learners could thus become more critically reflective as dialogic thinkers as they engage in a social context (Mezirow, 1991). Constructivism describes learning as a process of creating meaning from experience.

The second root, on which transformative learning is founded is humanism. Based on the works of Maslow (1970) and Knowles (1950, 1968, 1980), humanism places the human subject at the centre and emphasises the notion of the self. Transformative learning focuses on how learners construe, validate and reformulate meaning of their experiences (Mezirow & Taylor, 2009). Moreover, the experiences are derived from the social world or unconscious world as humans reflect on social practices, relations and forms of consciousness (Carpenter, 2012). Through reflection, the individual can become aware of limiting assumptions and gain autonomy and power to determine their own actions as they get rid of these limiting assumptions. Humanism is built on the principles of recognising human values and human needs.

The third root, on which the transformative learning theory is based, is the critical social theory. The critical social theory stems from the work of Freire (1970, 1976, 1980, 1998). Freire proposed an educational philosophy of emancipation towards social transformation. Freire promoted the development of conscientisation towards liberation through praxis, reflection and dialogue. The focus is on letting go of frames of reference that have been uncritically assimilated. Moreover, the critical social theory proposes critical consciousness regarding issues around social justice. Consequently, critical consciousness suggests questioning, dialogue and action towards political and social change. The goal of integrating principles of critical social theory in transformative learning processes is to challenge and change, rather than to conform and accept the status quo.

In summary, in this section, the philosophical foundations of the transformative learning theory have been explained. Second, this section presented an explanation of alternative perspectives to Mezirow's psycho-critical perspective. Thereafter, the theories, in which transformative learning has its roots, were discussed. These theories were the constructivist assumptions adapted from Dewey

(1916, 1933); humanism, based on the work of Maslow (1970) and Knowles (1950, 1968, 1980). The section concluded with principles adapted from the critical-social theory based on the work of Freire (1978, 1980, 1998). It was explained how the critical-social theory as educational philosophy was relevant in the transformative learning theory. In the next section, I will present the transformative learning process to clarify and explain some of the concepts mentioned in the transformative learning concept map.

2.4 THE TRANSFORMATIVE LEARNING PROCESS

The transformative learning process will be explained in the following order: first, an explanation of the frame of reference, meaning schemes and meaning perspectives are provided. Second, critical reflection as a vehicle to assess taken-for-granted assumptions in the frame of reference is discussed. Third, the process of perspective transformation will be addressed. One of the critiques about reviews on transformative learning is that the reviews rely too much on secondary resources (Taylor & Cranton, 2013). In this section, I address this pitfall through relying heavily on Mezirow as a primary source to explain the transformative learning process.

2.4.1 Frame of reference, meaning schemes and meaning perspectives

Transformative learning is a process of effecting change in a frame of reference (Mezirow, 1991, 1997). The frame of reference, articulated or not articulated, is based on a set of paradigmatic assumptions derived from individual life experience, culture social context, upbringing and educational system. According to Mezirow (2000, 2012), this frame of reference involves values, beliefs and epistemic assumptions. This frame of reference is a structure of assumptions and expectations, through which “we filter sense impressions” (Mezirow, 2012:82). Consequently, it is a structure of assumptions and expectations that frame an individual's point of view and influence their thinking, beliefs and action.

Each individual develops their own set of beliefs and value system, which are framed by their own experiences, their culture and their way of living. Taylor and Cranton (2013) reflected critically on the concept of an individual's experience as a central concept in the process of transformation. Despite the centrality of experience, the construct seems rarely defined or critically examined, they argued. Moreover, the individual's experience encompasses past experience that shapes who we are; cultural experience and or social/historical experience; contextual experience, related to organisations and workplace, and discrepant experiences that contradict past and cultural experiences. Our frames of reference help us to understand our experiences, Mezirow (1997) explained.

Frames of reference consist of two dimensions: habits of mind and points of view. First, habits of mind are broad and habitual, and can be articulated through points of view. Second, points of view are “the constellation of belief, value judgment, attitude and feeling that shape a particular interpretation” (Mezirow, 1997:6). In addition, points of view are more accessible than habits of mind. Habits of mind are described as more durable and more difficult to change than points of view.

Habits of mind are “broad, abstract, orienting habitual ways of thinking, feeling and acting influenced by assumptions that constitute a set of cultural, political, social, educational and economic codes” (Mezirow, 1997:5-6). Habits of mind were later expanded to include more dimensions. These dimensions were sociolinguistic, moral-ethical, epistemic, philosophical, psychological and aesthetic (Kitchenham, 2008). Transformative learning is concerned with altering frames of reference through critical reflection on habits of mind and points of view.

Mezirow (2004) claimed that individuals have difficulty changing their frame of reference. Changing a frame of reference could be caused by a disorienting dilemma. A disorienting dilemma is commonly seen as an integral part of transformative learning. A disorienting dilemma denotes a life-event crisis that triggers a questioning of assumptions (Taylor, 2000). Furthermore, such pre-disorienting experiences include crisis-laden, challenging situations; a discrepancy of some sorts (Taylor, 1997). Moreover, two types of disequilibrium were identified that provide opportunities for exploration of past experiences. These include (a) an external event that provokes internal dilemma and (b) an internal disillusionment, whereby participants recognise that previous approaches and solutions are no longer adequate.

Mällki (2012) observed that a disorienting dilemma manifests in several ways. First, the new context overwhelms an individual experience, whereby the previous experience is dominated by intense emotions, allowing for openness to new viewpoints. Second, negative emotions bring into relief previously held assumptions; potentially there is partial relief of negative emotions. Third, disorienting dilemma manifests through the act of accepting the negative feelings, as it evokes an opportunity to accept and explore other perspectives. The disorienting dilemma is therefore regarded as a catalyst of transformative learning.

A disorienting dilemma could trigger reflective activity around assumptions. Assessing these taken-for-granted assumptions can refer to the metacognitive application of critical thinking to one's own thinking, feelings and actions (Mezirow, 2006). These epistemic assumptions consist of meaning structures. A meaning structure is a construct or arrangement of and relations between the parts of elements of something complex. Furthermore, Mezirow (1991) suggested that there are three codes, which form meaning structures:

- a) Sociolinguistic codes, which are the effect that society has on our schemes and structures. Examples are societal norms, cultural expectations and how language is used;
- b) Psychological codes, which pertain to an individual's emotional and mental state. For example, the thoughts and feelings; and
- c) Epistemic codes, which focus on how knowledge is obtained, its validity and the conditions surrounding the learning experience. If knowledge does not come from a reliable source, learning is less likely to attach meaning to it.

Meaning structures consist of habits of mind and points of view are transformed, when one participates in reflection.

Meaning structures are divided into meaning schemes and meaning perspectives. Mezirow (1994) provided a distinction between meaning schemes and meaning perspectives. A meaning scheme is "the constellation of concept, belief, judgment and feeling that shapes a particular interpretation" (Mezirow, 1994:223). Subsequently, meaning schemes are "shaped by cultural and linguistic codes and social norms and expectations" (Mezirow, 1991:75). The concept of life-world is applied in Mezirow's theory, through which meaning schemes and meaning perspectives are shaped.

Meaning schemes are referred to as habitual, implicit rules for interpreting the life-world. Meaning schemes are points of view comprised of specific beliefs, attitudes and emotional reactions that comprise a person's meaning perspectives. Meaning perspectives are the habit of mind consisting of a set of broad, generalised, orienting assumptions that filter one's interpretation of their experiences and find expression in a variety of meaning schemes (Mezirow, 2000). Furthermore, meaning perspectives refer to the structure of assumptions, within which new experience is assimilated and transformed by one's past experience during the process of interpretation (Mezirow, 1991). In addition, meaning perspectives is the frame, within which meaning-making takes place (Mezirow, 1991). Consequently, through meaning perspectives, individuals interpret their experiences in the life-world.

A meaning perspective refers to "the structure of cultural and psychological assumptions, within which our past experience assimilates and transforms new experience" (Mezirow, 1985:21). Meaning perspectives, later called habits of mind, consist of a set of broad, generalised orienting assumptions, through which one filters interpretation of experiences. Moreover, meaning perspectives are the frame, within which meaning-making takes place (Mezirow, 1991). Simply put, meaning perspectives are the frames of reference for interpreting an experience based on knowledge, feelings, values and beliefs. Subsequently, assessing taken-for-granted assumptions in meaning schemes and meaning perspectives is done through reflection.

The transformative learning theory suggests two types of transformation in meaning perspectives. The two types of transformation, which could be experienced by the learner, are epochal transformation and incremental transformation in meaning perspectives (Mezirow, 1991). An epochal transformation occurs, when a learner's meaning perspective shifts rapidly. In contrast, an incremental transformation is the result of minor shifts in a meaning scheme over time. Such minor shifts in a meaning scheme over time, perhaps months or years, could lead a learner to slowly realise that a meaning perspective has shifted and that learning took place. The next section explores the reflective strategy, which could elicit meaning-making within the meaning perspectives, which is the critical reflection.

2.4.2 Critical reflection as key element in the process of transformation

Critical reflection refers to questioning the integrity of assumptions and beliefs based on prior experience, Mezirow (1995) asserted. Critical reflection is the process of identifying, analysing and questioning assumptions underlying how one sees the world (Merriam, Caffarella, & Baumgartner, 2007). Mezirow (1998) advocated a critically reflective approach through critical reflection to surface, analyse and potentially transform epistemic belief structures. Mezirow further highlighted the importance of critical reflection on the validity of assumptions or premises (Cranton, 2016; Mezirow, 1998, 2009; Taylor & Cranton, 2012). For Mezirow, critical reflection also serves to deconstruct the learner's prior assumptions, such as their beliefs, value systems, attitudes and social emotion, in a rational way.

Critical reflection involves a critique of taken-for-granted assumptions (Mezirow, 1991). However, Mälkki (2010) cautioned that critical reflection itself is not an easy process and that the conceptual connections between, for example, the cognitive, emotional and social aspects of reflection are left unconsidered. Mezirow (1991) pointed out that each learner must engage in critical reflection of his or her experiences, which could subsequently lead to a transformation of the meaning perspective. In addition, the way we transform frames of reference – our own and those of others – is to become critically reflective of assumptions and aware of context – the source, nature and consequences of taken-for-granted beliefs (Mezirow, 2000:19).

Critical reflection can manifest in different ways. Mezirow (1991, 1994) distinguished between three kinds of reflection that involve movement towards the emancipatory domain. The three kinds of reflection involve content, process and premise reflection. Content reflection is an examination of the content or description of a problem (such as thinking about an experience). Process reflection involves considering the action and where the action originated (such as thinking how to handle the experience). On the other hand, premise reflection happens, when the problem itself is questioned (such as examining long-held socially constructed assumptions and beliefs about the experience). Furthermore, Mezirow accentuated the importance of premise reflection as he explained, "Premise

reflection is the dynamic, by which our belief systems – meaning perspective – become transformed” (Mezirow, 1991:11).

Mezirow (1990, 1998, 1999) advocated critical reflection as a rational, cognitive process. The critical reflective aspect of the transformative learning theory has leveraged major criticism or disagreements in literature. One stream of argument aligns critical reflection to a social process and argues towards critical reflection in collaboration with others (Brookfield, 2000; Cranton, 2016; Cranton & King, 2003). Another stream of thought classifies critical reflection, which happens outside a group (Fook, 2010; Mezirow, 1998). This stream of thought focuses on the internal experience of the learner during such reflexive activity.

Another stream of thought aligns critical reflection as an emotional extra-rational activity (Dirkx, 2000; 2013). The main criticism amongst the number of criticisms is that the reflection process excludes attention to the social context, which may strain the effectivity or even inhibit the reflection process (McWinney, 2004). Even though there are disagreements in terms of Mezirow’s theory development, Merriam (2004) acknowledged that the strength of Mezirow’s theory lies in the critical reflection process, which may lead to growth and development of learners.

In 1998, Mezirow articulated a taxonomy of critical reflection of and on assumptions that involved objective reframing and subjective reframing. Objective reframing is a narrative critical reflection of assumptions. This requires critically examining something that was being communicated to a person or an action critical reflection of assumptions. Mezirow (2012) reasoned subjective reframing involves a type of critical self-reflection, which involves an intensive and difficult emotional struggle. Such emotional struggle occurs, “when old perspectives become challenged and transformed” (p.87). Subjective reframing includes one of four forms of critical self-reflection on assumptions, which is: a) narrative-critical self-reflection of assumptions; b) systematic critical reflection on assumptions; c) therapeutic critical self-reflection on assumptions and d) epistemic critical self-reflection on assumptions (Mezirow, 1998, 2012).

The four forms of critical self-reflection on assumptions include the following aspects:

- a) Narrative-critical self-reflection on assumptions: The application of narrative critical reflection of assumptions to oneself (considering the problem as applied to self and coming to a resolution);
- b) Systemic critical self-reflection on assumptions: Going beyond the action critical reflection of assumptions to self-reflect on the taken-for-granted cultural influences, which might be organisational or moral-ethical;
- c) Therapeutic critical self-reflection on assumptions: Examining one’s problematic feelings and their related consequences;

- d) Epistemic critical self-reflection on assumptions: Investigating not only the assumptions, but also the causes, the nature and the consequences of one's frame of reference to surmise, why one is predisposed to learn in a certain manner (Mezirow, 1998).

Mezirow (1998) further asserted that the taxonomy of critical reflection contributes to two learning processes, an objective reframing, whereby we begin to understand the wider issue of power, socialisation, and the history involved in how we come to be; and a subjective reframing that involves the personal difficulties of working through and confronting change. Consequently, an elaboration of the critical reflection process suggests an exploration of the process of perspective transformation at this point.

2.4.3 Perspective transformation

The learning process, by which we transform or construct new and revised interpretations of the worldview, is called perspective transformation (Kitchenham, 2006, 2008). Perspective transformation provokes a deeper understanding of one's self, one's ability to learn and the respective learning context (Mezirow & Taylor, 2011). Perspective transformation is the precursor to transformative action. Subsequently, perspective transformation occurs, when a learner becomes critically aware of how and why their assumptions are constrained. Thereafter, the learner determines what to do to revise these assumptions to make meaning from given situations. Finally, the learner takes some form of action to incorporate their revised frames of reference (Kitchenham, 2006).

Perspective transformation was defined by Imel (1998) as "the process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand and feel about our world; changing these structures of habitual expectation to make possible a more inclusive, discriminating and integrating perspective; and finally, making choices or otherwise acting upon these new understandings" (p.2). The perspective transformation has three dimensions: psychological (changes in understanding of the self), conviction (revision of belief systems), and behavioural (changes in lifestyle). According to Mezirow (1991), the remedy for any epistemic, sociolinguistic and psychological distortions is perspective transformation. Consequently, Taylor (2001) argued that perspective transformation implies not only a change in perception, but action.

Transformative learning involves perspective transformation, a paradigm shift, whereby we critically examine our prior interpretations and assumptions to form new meaning (Mezirow, 1994). Such paradigm shift involves the process of deep, constructive and meaningful learning. This meaningful learning goes beyond knowledge acquisition, but involves critical ways, in which learning constructs meaning. Subsequently, meaningful learning progresses past acquisition of instrumental learning,

which involves the acquisition of skills and knowledge (mastering tasks, problem solving, manipulating the environment).

The learning process starts with the understanding of experience, which is filtered through meaning perspectives. Furthermore, Mezirow (2000) explained that process of perspective transformation involves participation in constructive discourse and communication to use the experience of others to assess the reasons justifying our assumptions, and making an action decision based on the resulting insight. Self-reflective learning comprises three learning processes: learning within present meaning schemes, learning new meaning schemes, and learning through meaning schemes.

The stages of perspective transformation were derived from a study done by Mezirow in 1975. Mezirow described the results of his study in a ten-phase description. The ten steps of perspective transformation were:

1. Experiencing a disorienting dilemma (where the adult learner encountered beliefs that were different from the beliefs they held);
2. Undergoing a self-examination (where the adult learner was led to question their own beliefs);
3. Feeling a sense of alienation from traditional social expectations (where the adult learner felt alone and alienated);
4. Relating their discontent to similar experiences of others (where the adult learner recognised that their situation was shared by others);
5. Exploring options for new ways of acting (where the adult learner contemplates new ways of moving forward);
6. Building competence and self-confidence in new roles (where the adult learner realises the need to gain new skills and new roles);
7. Planning a course of action (where the adult learner builds competence and confidence and plans to make changes in their lives);
8. Acquiring the knowledge and skills for implementing a new course of action (where the adult learner develops a plan for change that often leads to the need to further knowledge and skills);
9. Trying out new roles and assessing them (where the adult learner tries out the new roles and contemplates how well they suit what they want to do);
10. Reintegrating into society with the new perspective (where the adult learner brings their new learning and their changed perspectives back into everyday life in society) (Mezirow, 1975).

Mezirow was criticised by Newman (2012) for the linear finite process of perspective transformation. Newman (2012) argued that this assumption process of perspective transformation

is a linear process as demonstrated in Mezirow's 10 steps of transformative learning, where there are a clear beginning and end to the process. In response to Newman's argument, Cranton and Kasl (2012) defended that view, even though Newman provided a welcome challenge to transformative learning, Newman seemed to misunderstand the focus of the process presented, which is the outcome. When Mezirow talked about an outcome, his language implied the never-ending flow that Newman advocated.

Furthermore, Mezirow (2000:19) suggested that an outcome is that frames of reference will become more dependable; that is, they will become "more inclusive, differentiating or permeable". The use of the descriptor "more" leaves open the possibility that at some future date, one will have even "more" than what one has now. In other words, an outcome is not a finite experience as is understood by the linear process, but a moment in time situated in a developmental flow (Cranton & Kasl, 2012).

The ten steps of perspective transformation were set out in the original explanation of the transformative learning theory and have changed little. However, King (2002) provided alternative stages of perspective transformation. King (2002) substantiated the stages of perspective transformation through her extensive research to advance this theoretical framework further. King (2002) published research results of an extensive model of the stages that teachers experience in technology learning. King identified the disorienting dilemma as one or more of the following: the fear of learning technology; frustration with past experiences; a sense of being out of touch with the world or their students; a desire to master new innovations for instructional application; mandates for learning; or overbearing pressures and demands by others for them to learn.

In addition, in examining how teachers experienced perspective transformations, while learning instructional technology, King (2003) modified the ten stages of the transformative learning model. Her modified model has eight stages, which focus on the learners overcoming fear, being comfortable with testing and exploring, then reaching an exploration stage and finally, independence and discoveries. Subsequently, King (2003) argued that moving between the stages is a continuing, dynamic process that can proceed back and forth between stages. These stages can be the result of different learning experiences.

The model was further explored and resulted in the four stages of the journey of transformation (King, 2005). Conversely to the ten stages of Mezirow, King (2005) modified the ten down to four alternative stages of perspective transformation. These four stages of the journey of transformation as referenced by King (2005) are:

1. Fear and uncertainty;
2. Testing and exploration;

3. Affirming and connecting; and
4. New perspectives.

In explanation of the alignment of Mezirow's framework with King's journey of transformation, King (2002) provided a table, where the alignment is clarified. This differentiation between perspective transformation (Mezirow) and the journey of transformation (King) is provided in Table 2-2 on the following page:

TABLE 2-2: ALIGNMENT OF MEZIROW AND KING'S FRAMEWORK ON THE JOURNEY OF PERSPECTIVE TRANSFORMATION

Perspective transformation (Mezirow)	Journey of Transformation (King)
1. A disorienting dilemma; 2. Self-examination with feelings of shame or guilt;	Fear and uncertainty
3. A critical assessment of epistemological, sociocultural, or psychological assumptions; 4. Recognition that one's discontent and the process of transformation are shared and that others have negotiated similar change; 5. Exploration of options for new roles, relationships, and actions;	Testing and exploration
6. Planning a course of action; 7. Acquisition of knowledge and skills for implementing one's plans; 8. Provisional trying of new roles; 9. Building of competence and self-confidence in new roles and relationships;	Affirming and connecting
10. A reintegration into one's life on the basis of conditions dictated by one's new perspective.	New perspective

King (2002) reduced the original ten phases of perspective transformation to eight stages. In 2005, King's modified model included a four-phase process. She integrated the original phases into a new framework. Table 2-2 above demonstrates, which phases she integrated towards her four-stage journey of perspective transformation framework. A diagrammatic illustration of the four alternative stages of King's theoretical exploration is illustrated in Figure 2-4 on the following page.

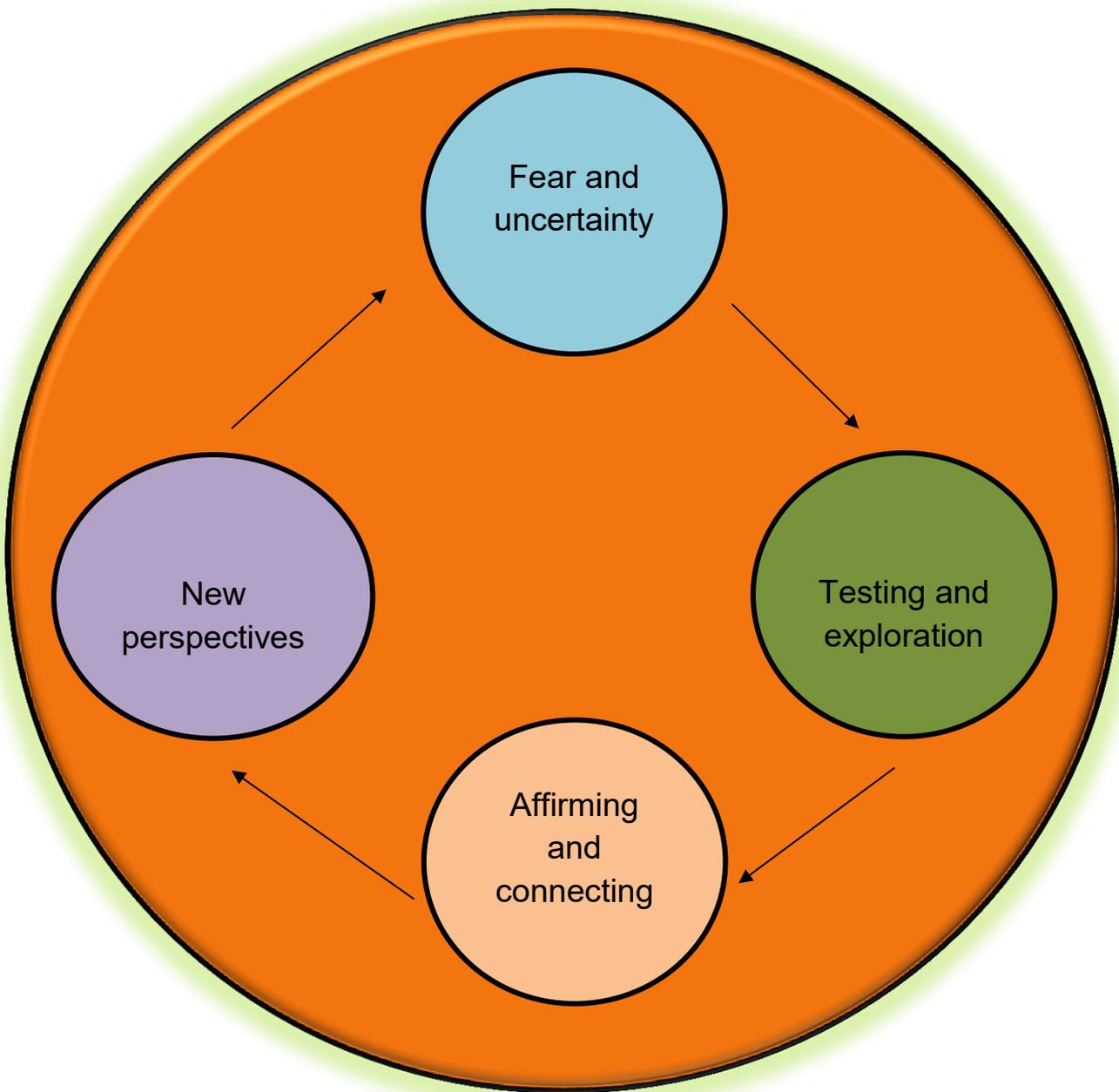


FIGURE 2-4: KING'S (2005) STAGES OF THE JOURNEY OF TRANSFORMATION

These four stages of King's empirical findings were related in terms of the experiences of facilitators' transformative teaching experiences and ongoing professional development. She explained that the four stages describe how learners may continue to examine unfamiliar views, critically reflect and evaluate them, test and explore new perspectives on one's own, make choices as to whether to adopt those positions and finally, perhaps, reintegrate these new perspectives that could result in perspective transformation.

King's (2005) modified model focused on first on overcoming fear. Second, the model proposes how the learner becomes comfortable with testing and exploring. Third, the learner reached an

exploration stage. Finally, the learner experiences a stage of independence and makes new discoveries. Furthermore, such perspective transformation could lead to a change in the way one sees oneself; change in the way one sees other people or a change in the way one sees situations (Cramer & Wasiak, 2006). For one to claim that transformational learning has occurred, there must be evidence of change. Cranton (1992) argued for three kinds of change – change in assumptions, change in perspective and change in behaviour. Finally, implicit in Cranton's (1992) transformational outcomes is a change in self.

This section has reviewed the transformative learning process. The transformative learning process encompassed concepts such as a frame of reference, meaning schemes, meaning perspectives and critical reflection. These concepts were introduced and explained. Lastly, the section provided an overview of the process of perspective transformation. The section concluded with an alternative view on the stages of perspective transformation through a model consisting of four stages. The following section explores critique on the transformative learning theory. I present the critique against the transformative learning theory with a view to better understand the strengths and weaknesses others have identified. An understanding of critique against the transformative learning theory is relevant to broaden my own understanding of positive as well as negative aspects of the transformative learning theory.

2.5 CRITIQUE OF THE TRANSFORMATIVE LEARNING THEORY

This section highlights the most prominent critique against the transformative learning theory. Analysing critique about the theory guided a more critical analysis of literature as I progressed through the review process towards knowledge creation. Taylor and Snyder (2012) asserted that the lack of critique of transformative learning literature is due to an inability to build on the critique and challenge other scholars on transformative learning. In view of this argument, I, therefore, assert the relevance of this presentation of critique.

This literature critique analysed two components: a critical analysis of deficiencies noted on the theory of transformative learning as well as deficiencies articulated about the application of the transformative learning theory. Critical responses and limitations in terms of the theory are presented in tabular form in Table 2-3 on the following page.

TABLE 2-3: CRITIQUE OF THE THEORY ON TRANSFORMATIVE LEARNING

DEFICIENCIES NOTED IN THE THEORY OF TRANSFORMATIVE LEARNING		
	ARTICULATED PROBLEMS WITH THE TRANSFORMATIVE LEARNING THEORY	SCHOLARS
Critique in terms of Theoretical dimensions	<ul style="list-style-type: none"> Perspective transformation under-emphasised the importance of collective social action as a goal 	Collard & Law (1989); Inglis (1997; 1998); Merriam (2004)
	<ul style="list-style-type: none"> Psychological processes and individual agency is given priority over social context 	Clark & Wilson (1991)
	<ul style="list-style-type: none"> Lacking a well-developed and explicit concept of power 	Hart (1990)
	<ul style="list-style-type: none"> Absence of strong social components concerning transformations in the psychic and epistemic assumptions 	Tennant (1994)
	<ul style="list-style-type: none"> Seems to promote separate or autonomous learning 	Belenky & Stanton (2000)
	<ul style="list-style-type: none"> There is potential meaninglessness of the word “transformative” 	Brookfield (2000)
	<ul style="list-style-type: none"> Dependence on rationality to the exclusion of other ways of knowing 	Miles (2002)
	<ul style="list-style-type: none"> There is divergence of academic views on the theory’s components and its methods 	Kokkos (2010); Kucukaydin & Cranton (2013)
	<ul style="list-style-type: none"> Deficiencies in how the theory has dealt with context, relationships and affect 	Baumgartner (2012); Cranton & Taylor (2012); Taylor (1997, 2007, 2011)
	<ul style="list-style-type: none"> Lack of theoretical development of research (specifically around the theory’s underpinnings) 	Cranton & Taylor (2012); Taylor (1997, 2007, 2011)

As illustrated in Table 2-3 on the previous page, Mezirow's theory of transformative learning was analysed in terms of strengths, but also the weaknesses. A critique leveraged by Collard and Law (1989) suggested that the theory is lacking a coherent, comprehensive theory of social change and that ideal critical reflection is never really possible due to contingent variables. Inglis (1997, 1998) supports this view. Merriam (2004) adds that critical reflection requires a high level of cognitive functioning.

In addition, Clark and Wilson (1991) rejected the transformative learning theory from a philosophical standpoint. Mezirow seemed to present a de-contextualised form of rationality that underlies the process of critical reflection central to perspective transformation, they argued. Moreover, Miles (2002) suggested that the theory is inadequate in explaining the connection between personal transformation and collective social change. Furthermore, Kucukaydin and Cranton (2013) critically questioned the knowledge claims inherent in the discourse within an extra-rational approach to transformative learning theory development.

The critique was further leveraged against the application of the transformative learning in practice. Contributing to the dialogue about the critique or deficits in the transformative learning theory, Newman's (2012, 2014) is probably one of the recent best-known critiques of the transformative learning theory. Newman used the idea of consciousness development to argue against transformative learning as a distinctly different kind of adult learning (Newman, 2012). He argued that the concept of transformative learning must be changed to "good learning" as he claimed that evidence for the transformation in empirical research does not exist. He questioned key aspects of Mezirow's conception and stages of perspective transformation. Newman's critique falls within the category of deficiencies noted on the theory of transformative learning.

Newman's (2012) principal argument questioned the outcomes of transformative learning as best understood as a conceptual metaphor. In response to Newman's critique of the theory, Cranton and Kasl (2012) and Dirkx (2012) defended the position on the concept and process of transformative learning theory, where Newman highlighted gaps. In defence, Dirkx (2012), for example, highlighted the critical gap in Newman's argument through the following quote:

"Newman, however, provides little explicit acknowledgment of the innate characteristics of the human psyche that are the foundation for a critical theory of self and the dynamics that characterise its relationships and interactions with the outer world – a process I refer to as self-formation" (p.402).

A counterargument from Cranton and Kasl (2012) provided an alternative view on Newman's critique as they explained:

"Newman provides a welcome challenge to transformative learning, but he tends to focus on Mezirow's work and neglects other perspectives that may address some of his comments....

Newman's reliance on Mezirow's work as a primary source of information about transformative learning tends to limit his point of view" (p.398).

A further critique of the transformative learning concept is in relation to the development of theory. Theory development of the transformative learning theory is an essential contributor to the expansion of a theory. However, Cranton and Taylor (2012) pointed out that although the theory has been applied in a large number of contexts, this had little or no impact on the theory development. Howie and Bagnall (2013) provided a consolidated critique of the transformative learning theory and agreed with Cranton and Taylor (2012) that scholars of transformative learning appear to be uncritical, when using the work of others to support their contention. Furthermore, Dirkx (2000a) countered an alternative view of transformative learning that includes emotion, imagination and creativity and the role they play in gaining self-knowledge and perspective transformation.

Critical responses and limitations in terms of the application of the transformative learning theory in empirical research are presented in tabular form in Table 2-4 on the following page.

TABLE 2-4: CRITIQUE AGAINST THE APPLICATION OF TRANSFORMATIVE LEARNING

DEFICIENCIES NOTED ABOUT THE APPLICATION OF THE TRANSFORMATIVE LEARNING THEORY		
	ARTICULATED PROBLEMS WITH THE APPLICATION	SCHOLARS
Critique in terms of Interpretive dimensions	<ul style="list-style-type: none"> Challenged the technical, instrumental, overly rational conception of transformative learning, neglecting the role of emotions 	Dirkx (1997, 1998)
	<ul style="list-style-type: none"> Questioned the existence of “transformation” in empirical research 	Newman (2012, 2014)
	<ul style="list-style-type: none"> Possible divergence of academic views of the theory’s components 	Kokkos (2010)
	<ul style="list-style-type: none"> Throws light on the potential meaninglessness of the word “transformative” 	Brookfield (2000)
Critique in terms of Methodological dimensions	<ul style="list-style-type: none"> Lack of replicability of research outcomes pertaining to for example the disorienting dilemma 	Taylor (2000)
	<ul style="list-style-type: none"> Culturally accepted collected collective learning experiences are ignored in the cultural context 	Johnson-Barley & Alfred (2006); Taylor (2008)
	<ul style="list-style-type: none"> Possible divergence of methods applied during empirical research 	Kokkos (2010)
	<ul style="list-style-type: none"> Integration of the cognitive and emotional dimensions in the transformative learning process is lacking in empirical research 	Mällki (2010)
	<ul style="list-style-type: none"> The notion of linear causality of the theory (for example, the disorienting dilemma) is flawed 	Alhadeff-Jones (2012)
	<ul style="list-style-type: none"> Gap in research about the impact of transformative learning 	Cranton & Taylor (2012)
	<ul style="list-style-type: none"> Mainly qualitative research methodologies used to show that transformative learning of some kind has occurred 	Cranton & Taylor (2012)
	<ul style="list-style-type: none"> Lack of quantifiability of studies as only a few studies have attempted to measure outcomes 	Merriam & Kim (2012)
	<ul style="list-style-type: none"> Lack of theoretical analysis of the research findings questioning the underlying assumptions of the theoretical framework Data and findings seem too deterministic 	Taylor & Snyder (2012)

I position myself within the critique posed in that I support Cranton and Kasl's (2012) and Dirkx's (2012) defence. I agree with their views in response to the points of critique. I acknowledge and appreciate the critical stance of scholars regarding the transformative learning theory. However, the integrative review of the literature on transformative learning theory supported a view that despite the critique and deficiencies noted in the theory, it seems to not be able to limit the growth the research and practice of the transformative learning theory.

The critique of the transformative learning theory, therefore, guided a critical interpretation of the findings in the review. The critiques leveraged against the theory and others that followed, along with Mezirow's call for people to contribute to and elaborate on the theory, led to the development of a variety of perspectives on transformative learning (Cranton, 2010). Subsequently, the existing critique on transformative learning suggests that the theory has both strengths and limitations. Analysis of research critique on the topic guided careful examination of all aspects of the theory to judge the limitations, merits, meaning and significance of the transformative learning theory, based on previous research experience.

Theory guides action. It seems as if, despite the critique, many researchers chose the transformative learning theory as applicable to guide their action in engagement with the theoretical aspects as well as empirical research. In summary, in concluding that despite the shortcomings in theoretical, methodological and interpretive dimensions, the transformative learning theory seems relevant to address the research problem in my practice.

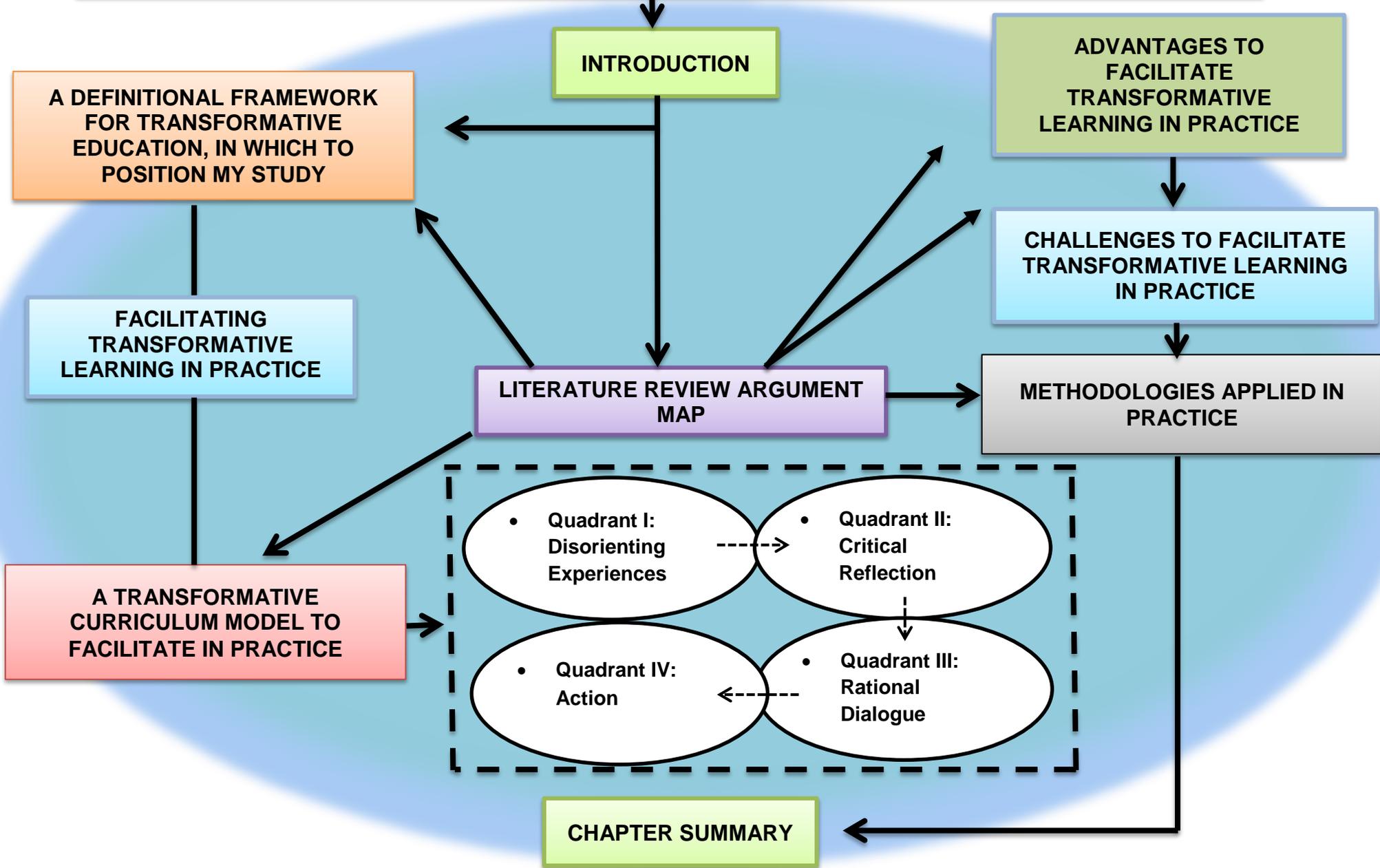
2.6 CHAPTER SUMMARY

In conclusion, this chapter has described the integrative review process applied in this study. The integrative review process explained the steps in conducting the review. The integrative review process resulted in the development of themes in relation to the transformative learning theory. Through such integrative review process, I was able to develop a literature review argument map. The literature review argument map was helpful to determine a research gap, within which I could position this research.

The themes generated through the integrative review process were the theoretical foundations of transformative learning theory; the transformative learning process and facilitating transformative learning in practice. The first and second themes were explored further in this literature review. The first theme, which was the theoretical foundations of the transformative learning theory, explored the definition of transformative learning theory. Philosophical influences, alternative perspectives and the roots of the transformative learning theory were explained thereafter. Subsequently, the transformative learning process with relevant concepts was provided. Moreover, the critique in terms of theory and application of the transformative learning theory was described. The third

theme, which has arisen through the integrative review process, is provided in the next chapter, which is facilitating transformative learning in practice.

**CHAPTER THREE
FACILITATING TRANSFORMATIVE LEARNING: A TRANSFORMATIVE MODEL TO FACILITATE IN PRACTICE**



CHAPTER 3: FACILITATING TRANSFORMATIVE LEARNING – A TRANSFORMATIVE MODEL TO FACILITATE IN PRACTICE

3.1 INTRODUCTION

The previous chapter aimed to present a literature review on transformative learning. The purpose of the review of literature in this chapter was to explore an existing model that could be useful in structuring a transformative learning process in practice. Therefore, the aim of this chapter is to present scholarly guidance through an integrative review process, which could provide an answer to sub-research question 1:

Which existing transformative model could be useful to facilitate a transformative learning process in a leadership development intervention in the Technical, Vocational Education and Training (TVET) sector?

Transformative education cannot occur without a transformative implementation framework to guide the design of an intervention based on transformative learning (Halupa, 2015). As novice facilitator of transformative learning, I needed to find an existing model that could be useful in structuring a learning process to use as implementation framework. In addition to the exploration of the theory of transformative learning, a growing body of literature, both of a theoretical and empirical nature, offers practitioners guidance on ideal conditions and methods that facilitate transformative learning (Bridwell, 2013; Brookfield, 2012, 2015; Cranton, 2006, 2016; Cranton & Carusetta, 2004; Cranton & Merriam, 2015; Dirkx, 2012; Illeris, 2014; King & Heuer, 2009; Kroth & Cranton, 2014; Lange, 2004; Mällki, 2010; Mantas & Schwindt, 2014; McGonigal, 2005; Merriam, Caffarella, & Baumgartner, 2007; Mezirow & Taylor, 2011; Taylor & Cranton, 2013; Yorks & Kasl, 2006). Moreover, in order for metamorphosis in learning to occur, there must be an educational programme or event designed to foster learning experiences that result or catalyse a transformational outcome (Stevens-Long, Schapiro & McClintock, 2012).

The current state of leadership development, my research interest, asks for an education that integrates reflective, systemic, emancipatory constructivist and critical transformative thinking. Mezirow's theory of transformative learning has challenged traditional world views of human learning rooted in a variety of perspectives (biological, behavioural, psychodynamic, cognitive, humanistic and reciprocal determinism), providing for how and why students learn (Wright *et al.*, 2015). Consequently, these impacts on the facilitation strategies employed as the theory of transformative learning advances perspectives from a reductive, information transmissive to move towards transformative pedagogical practices (Hensley, 2011).

Transformative education is a planned educational programme, experience, intervention or set of pedagogical practices (Stevens-Long, Schapiro, & McClintock, 2012). Transformative education includes facilitating transformative learning in practice. In this literature review, facilitating transformative learning in practice is reviewed. The stages of my argument are presented as follows: First, I provide a definitional framework, in which to position my study. Second, I explore literature on transformative learning in practice relevant to an organisational setting. Third, I present a case towards a transformative implementation framework applied in my facilitation practice. Facilitation strategies for each of the quadrants in the proposed implementation framework are provided. Fourth, advantages and challenges to facilitate transformative learning in practice are explored. This literature review concludes with an overview of methodologies applied in practice. Findings from the review in terms of action research methodology employed in facilitating transformative learning supports epistemology of practice. This brings me to provide a definitional framework for transformative education, in which to position my study.

3.2 A DEFINITIONAL FRAMEWORK FOR TRANSFORMATIVE EDUCATION IN WHICH TO POSITION MY STUDY

Stevens-Long *et al.* (2012) provided a definitional framework of transformative education and an underlying approach. They specified four major and sometimes overlapping streams of theory and practice on transformative learning theory. These include the cognitive rational approach to changes in meaning perspectives through critical reflection (Cranton, 2006, 2016; Mezirow, 1991); the depth psychology approach to Jungian individuation and spiritual development through dialogue with the subconscious (Boyd, 1991; Boyd & Myers, 1988; Dirkx, 2000, 2001, 2008); the structural developmental approach to epistemological change through the lifespan (Daloz, 1999; Kegan, 1982, 1994); and the social emancipatory approach to education for critical consciousness and social justice (Brookfield, 1995, 2005; Freire, 1973; Morrow & Torres, 2002).

The cognitive rational approach views transformative learning as a process of disorientation, critical reflection on assumptions, dialogue and action on new meaning perspectives (Cranton, 2006; Mezirow, 1991, 1997, 2003). The cognitive-rational approach to transformative learning, in which the learner first and foremost appears as an autonomous thinker, has been criticised by several scholars as they pointed out the gaps in this approach (Dirkx, 2001, 2006). However, the cognitive-rational approach has as outcome changes in meaning perspectives of the individual through critical reflection. This approach views transformative learning as a process that involves disorientation, critical reflection on assumptions, dialogue and action on new meaning perspectives. Consequently, based on this perspective, transformative education involves various ways of fostering critical reflection and dialogue on past experience and catalysing the process through the intentional introduction of disorienting dilemmas and experiences (Stevens-Long *et al.*, 2012).

Taylor (2005) labelled the second approach to transformative learning as the depth psychology approach to Jungian individuation and spiritual development. The depth psychology approach implies that transformation requires a fundamental change in one's personality, involving the resolution of personal dilemmas. The approach further involves the expansion of consciousness, resulting in greater personality integration (Taylor, 1998). Transformative learning involves an intuitive process of discernment and receptivity. Images and symbols from the individual and collective unconscious are integrated into the consciousness. Moreover, Dirkx (1997, 1998, 2001a, 2001b, 2006, 2008, 2012, 2013) is a foundational scholar contributing to literature sources and expanding research in this field. In this view, transformative education involves group process or guided interpersonal dialogue with the sub-consciousness. Transformative education in this view further involves the integration of affect, symbol, intuition and imagination in learning processes (Dirkx, 2006).

The structural-developmental approach to transformative learning involves a shift to a different stage of development. These shifts involve changes in our epistemologies and ways of making meaning towards more inclusive, integrative and complex ways of knowing (Kegan, 1994, 2000; Kitchener & King, 1994). Changes in epistemologies and ways of making meaning are achieved through confronting the limitations of our previous ways of making meaning. This process happens throughout the lifespan. Moreover, transformative education for structural development includes helping the individual engage in a process of whole-person learning, of connected knowing as well as separate knowing (Belenky & Stanton, 2000). The facilitators play a key role in providing the right balance of affirmation and challenge during the transformative learning process.

The social emancipatory approach to transformative learning defines transformation as the development of critical consciousness (Brookfield, 2005). This approach builds on the work of Freire (1970, 1976) that encompasses education for critical consciousness. Education for critical consciousness involves a process of achieving a deepening awareness of both the social-cultural reality that shapes their lives and of their capacity to transform their reality (Freire, 1976). From this perspective, transformative education includes critical pedagogy, ideology critique and popular education (Stevens-Long *et al.*, 2012). In addition, transformative learning from this viewpoint is useful for emancipatory interests and with oppressed groups to develop emancipatory practice (Kroth & Cranton, 2014; Nerstrom, 2017). Fostering emancipatory transformative learning involves critical reflection with a purpose of rediscovering the power and helping individuals develop the agency to transform society and their own reality (Stuckey, Taylor, & Cranton, 2013). These approaches have an influence on the way transformative education is viewed. Table 3-1 outlines these approaches illustratively on the following page.

TABLE 3-1: DEFINITIONAL FRAMEWORKS TO TRANSFORMATIVE LEARNING

	UNDERLYING APPROACH	DEFINITION	MY POSITIONING
Focus: Psychological development of individual	Cognitive rational approach	Transformative Education <ul style="list-style-type: none"> • Involves a process of disorientation, critical reflection on assumptions, dialogue and action on new meaning perspectives. • Involves various ways of fostering critical reflection and dialogue on past experience. • Catalysing the process through the intentional introduction of disorienting dilemmas and experiences. • The outcome is a transformative experience/change in meaning perspective. 	
	Depth psychology approach	Transformative Education <ul style="list-style-type: none"> • Involves the resolution of personal dilemmas and the expansion of consciousness resulting in greater personality integration. • Involves group process or guided interpersonal dialogue with the subconscious. • Involves the integration of affect, symbol, intuition, and imagination. • The outcome is a fundamental change in one's personality. 	
	Structural developmental approach	Transformative Education <ul style="list-style-type: none"> • Includes a key role for mentors, teachers or others in one's life in helping people to engage in a process of whole-person learning. • Involves activities to foster connected knowing and providing a right balance of affirmation and challenge. • The outcome is a shift to a different stage of development or higher order of consciousness. 	
Focus: Individual/ social transformation	Social emancipatory approach	Transformative Education <ul style="list-style-type: none"> • Subjects achieve a deepening awareness of the social-cultural reality that shapes their lives. • Critical consciousness involves praxis: a continuing process of action, critical reflection and dialogue. • Includes various forms of critical pedagogy and ideology critique. • The outcome is the development of critical consciousness. 	

Due to my research objectives, my study falls within the cognitive rational approach to transformative learning. As mentioned before, I believed the transformative learning theory had the potential to build and enhance the capacity of leaders in the TVET sector from the inside out through learning from experiences. I now move on to consider transformative learning in practice.

3.3 FACILITATING TRANSFORMATIVE LEARNING IN PRACTICE

Facilitating transformative learning implies using facilitation strategies and approaches that integrate learners' active involvement and immersion in the meaning-making process and engagement of critical reflection during the meaning-making process (Brookfield, 2015; Henderson & Gornik, 2007). The facilitator is designing opportunities for learners to engage in task-based, problem-focused, experiential learning opportunities (Cranton & Merriam, 2015; Kroth & Cranton, 2014). These experiential learning opportunities integrate critical thinking components together with the expectation for critical reflection related to their learning through the experience. For a transformative facilitative approach, Naeini and Shakouri (2016) did not argue against participation in curriculum development, but for facilitators' mentality to be exercised so that they can become autonomous and critical as transformative intellectuals, who can adapt and transform through the facilitation process themselves. This includes transforming, adapting and enhancing facilitation practice, consequently developing their professional practice (Baran, Correia, & Thompson, 2011). Moreover, a transformative facilitative approach is imperative, as facilitators play a vital role in the realisation of this transformative process since they are the executive recipients in the learning process (Naeini & Shakouri, 2016).

Kostoulas-Makrakis (2010) noted that facilitating transformative learning cultivates a shift of consciousness that can change the learners' way of thinking, being and acting. Similarly, Hedberg (2009) agreed that a critical, constructivist perspective of learning incorporates the notion of social negotiation, which recognises that learners learn by challenging their thoughts, beliefs, perceptions and existing knowledge through interacting with other learners. Furthermore, Kostoulas-Makrakis (2010) believed that critical and emancipatory conception of knowledge construction underlies reflexive and reflective practice. However, she warned that it is critical to find out pedagogical frameworks to integrate curriculum, teaching and learning in ways to promote critical and emancipatory pedagogy.

There is a need to translate emancipatory construction and transformative pedagogy in facilitation practice (Barak & Shakhman, 2008). The curriculum seems decontextualised, focusing on knowledge without "real-life" meaning to learners (Makrakis & Kostoulas-Makrakis, 2005). Moreover, integrating real solutions to a real problem rooted in critical pedagogy in transformative education is imperative, Orr (2004) argued. However, unless we reach beyond present ways of developing, delivering and teaching transformative education, we will never achieve a transformative stance, warned Fang (2013).

Transformative education suggests a paradigm shift in many traditional ideas about knowledge and the teacher-learner relationship. Furthermore, "turn-around" refers to pedagogies that challenge deficit views on learners and positions them as able to co-construct knowledge in powerful ways alongside the facilitator (Comber & Kamler, 2005). Such repositioning could be empowering as it is

designed to lead to democratic practices and socially just outcomes for the learner, facilitator and the wider community, in which they are situated, Krieg and Jovanic (2015) suggested.

Purposeful transformative approaches could contribute to the transformative learning of participants. The sequence of course delivery could guide participants through a transformative process and allow for individual growth, Provident *et al.* (2015) claimed. Facilitative approaches, which suggest content and skills be explored and provide a general organisation structure to the learning experience, are relevant. However, they are not able to adequately convey the lived experiences and relationships that are crucial to meaningful learning. A facilitative approach that does not encompass experiential and relational elements falls short of expectations for a progressive learning community. Furthermore, transformative approaches, therefore, should commence with determining the process of inquiry and deliberation that impacts on teaching and learning – such processes as “investigation, decision-making reflection, discussion, interpretation, critical thinking, making choices and cooperating with others” (Richards, 2013).

For the purpose of facilitating transformative learning in an organisation (as in the case of my research study), the facilitator can choose two routes for fostering transformational change. Taylor (2009) explained that the first route corresponds to a vision of organisational change as a top-down process, wherein the change leaders design the goals and directions for change; for example, the vision, strategy and culture of the organisation. Thereafter, the vision of organisational change is spread down and implemented throughout the organisation. Learning focuses on the organisation as a whole and assumes that individual learning will occur as a result of the influence of the new system. In addition, transformative learning interventions will comprise strategic learning strategies, where participants need to question and re-examine assumptions behind the different factors and systems that influence the organisation. These two routes are depicted illustratively in Figure 3-1 on the following page.

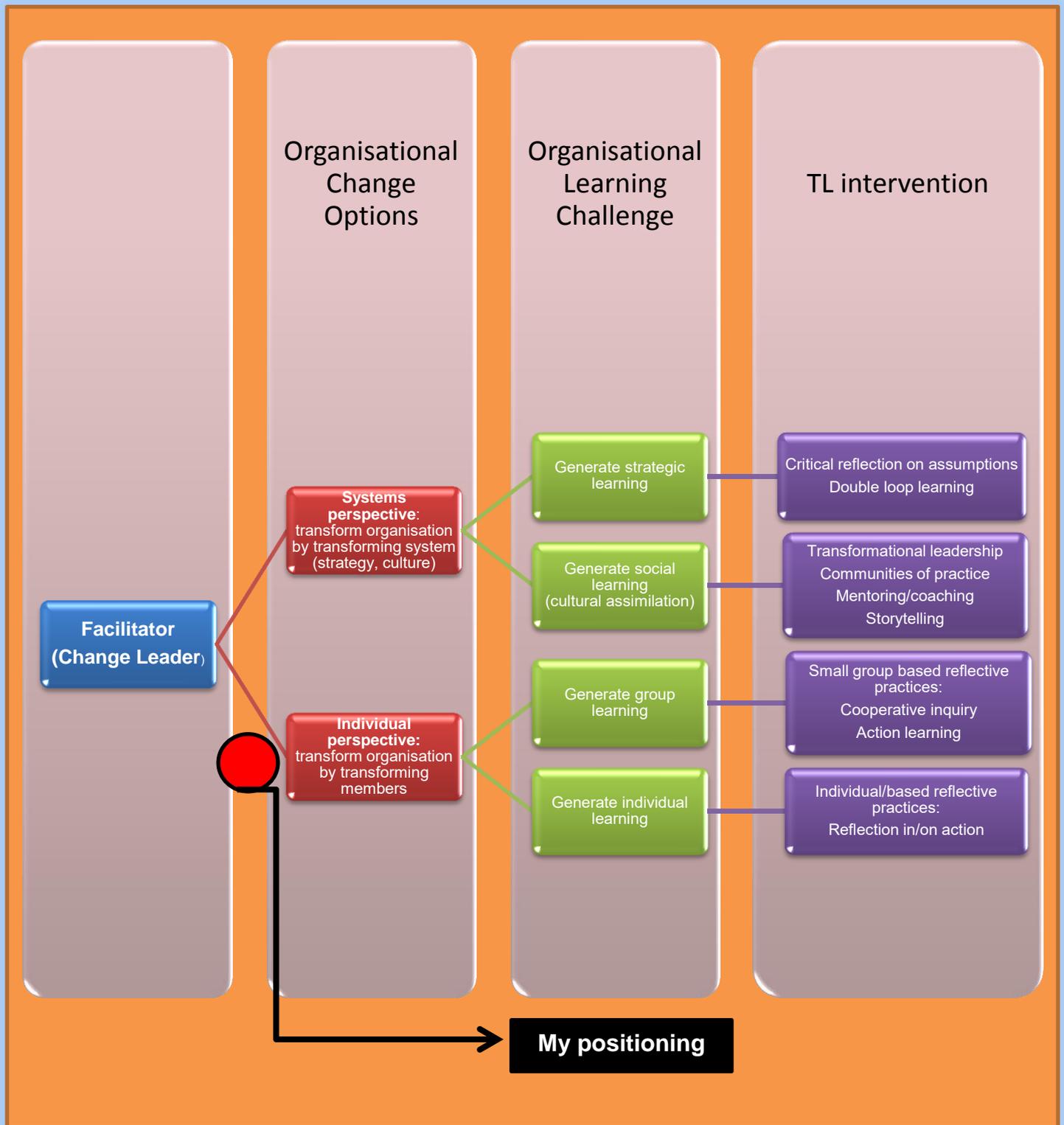


FIGURE 3-1: FACILITATING TRANSFORMATIVE LEARNING IN AN ORGANISATIONAL SETTING (ADAPTED FROM TAYLOR, 2011:382)

The second route forecasts that organisational change starts with small change initiatives at a team or individual level, Taylor (2011) asserted. The change initiated on the individual level is assumed to eventually spread throughout the organisation. The facilitator engages the organisation members in thinking about issues or problems in the organisation. It is a more organic and collaborative conception of change. The facilitator promotes an environment involving collaborative, group and individual learning strategies. In addition, learning activities will be aimed to guide participants to investigate purposeful questions that present meaningful problems or challenges to address. Even though learners may be requested to gather information, participant's depth of learning and engagement is greatly enhanced with tasks that require learners to think critically during the learning process.

The participants engaging in the second route should be encouraged to demonstrate certain competencies. The participants engaging in this route should be able to investigate purposeful questions; think critically throughout the learning process; solve problems; be challenged; explore multiple perspectives; embark on a personally relevant journey of exploration and pose their own questions. The participants should further be challenged to demonstrate reflective competence; engage in dialogue, where they can explore alternative ideas and opinions of others; be actively involved; participate; engage in deliberations; digest and make personal sense of ideas. Furthermore, the participants should demonstrate a spirit of exploration throughout the curriculum; be involved in provocative questioning, investigating, reflecting, creating and sharing; in a safe environment, be able to remove barriers; and have opportunity for meaningful inquiry; respond to critical challenge. However, activities designed to facilitate transformative learning tend to be cognitive in orientation. Increased attention to the emotional needs and orientations of participants in the transformative learning process might result in more positive, successful learning experiences, Snyder (2008) pointed out. In the section that follows, I present a transformative model for practice.

3.4 A TRANSFORMATIVE LEARNING MODEL TO FACILITATE IN PRACTICE

I reviewed literature and analysed transformative models with the Research Sub-question 1 as guide:

Which existing transformative model could be useful to facilitate a transformative learning process to leaders in the Technical, Vocational Education and Training (TVET) sector?

Curriculum model A, based on the work of Gliszinski (2008) or alternatively curriculum model B, based on the work of Blasco (2012) were options to consider. The model of Gliszinski (2008) proposed the integration of four quadrants, disorienting experiences (such as the leadership challenges in the TVET sector), critical reflection, rational discourse and action in a curriculum

framework. Alternatively, the model of Blasco (2012) proposed educational experiences, using an inquiry-based framework for principles of responsible management education within a hidden curriculum. The inquiry-based framework of Blasco (2012) integrates a formal curriculum, interpersonal interactions and school governance, as well as inquiry-based diagnosis in the intervention. After careful consideration, I chose the curriculum model, which could address my research objectives.

Glisczinski (2007, 2008) highlighted the need to engage in transformative education, which employs curricular models that not only inform, but also transform learners. To strengthen his argument, he presented a literature-based and empirical-research-based transformative learning curriculum model aimed at transforming professionals as well as global citizens. According to Glisczinski (2008), the transformative learning curriculum model takes into account the theoretical, developmental and epistemological literature of Mezirow (2000), Maslow (1970), Herbers (1988) and Habermas (1984). Taylor (2009) asserted that there are core elements that frame a transformative approach to facilitation. These elements include individual experience, critical reflection, dialogue and action, as well as a holistic orientation, awareness of context and an authentic practice. Glisczinski's model integrates these four elements to facilitate transformative learning in practice.

The curriculum model suggests that learning that is useful and meaningful, requires a progression of instrumental, communicative and emancipatory understandings in order for individuals to meaningfully respond to predictable and unpredictable situations. The model is divided into four quadrants, through which the learner moves progressively as the situation changes. However, before engaging in or developing classes that challenge learners' assumptions or may lead towards a transformative learning experience, Taylor (2009) suggested that,

“More research is needed in relation to the practice of facilitating transformative learning, and so it should not be practiced naively or without forethought or planning. It often requires intentional action, personal risk, a genuine concern for the learner's betterment, and the ability to draw on a variety of methods and techniques that help create a classroom environment that supports personal growth and for others social change” (p.14).

The four quadrants are classified as Quadrant I: Disorienting experiences; Quadrant II: Critical reflection; Quadrant III: Rational dialogue and Quadrant IV: Action. The transformative learning curriculum model is illustrated in Figure 3-2 on the following page.

Transformative Learning Curriculum Model

Prepare learners for present realities and future unknowns
(Mezirow, 1991)

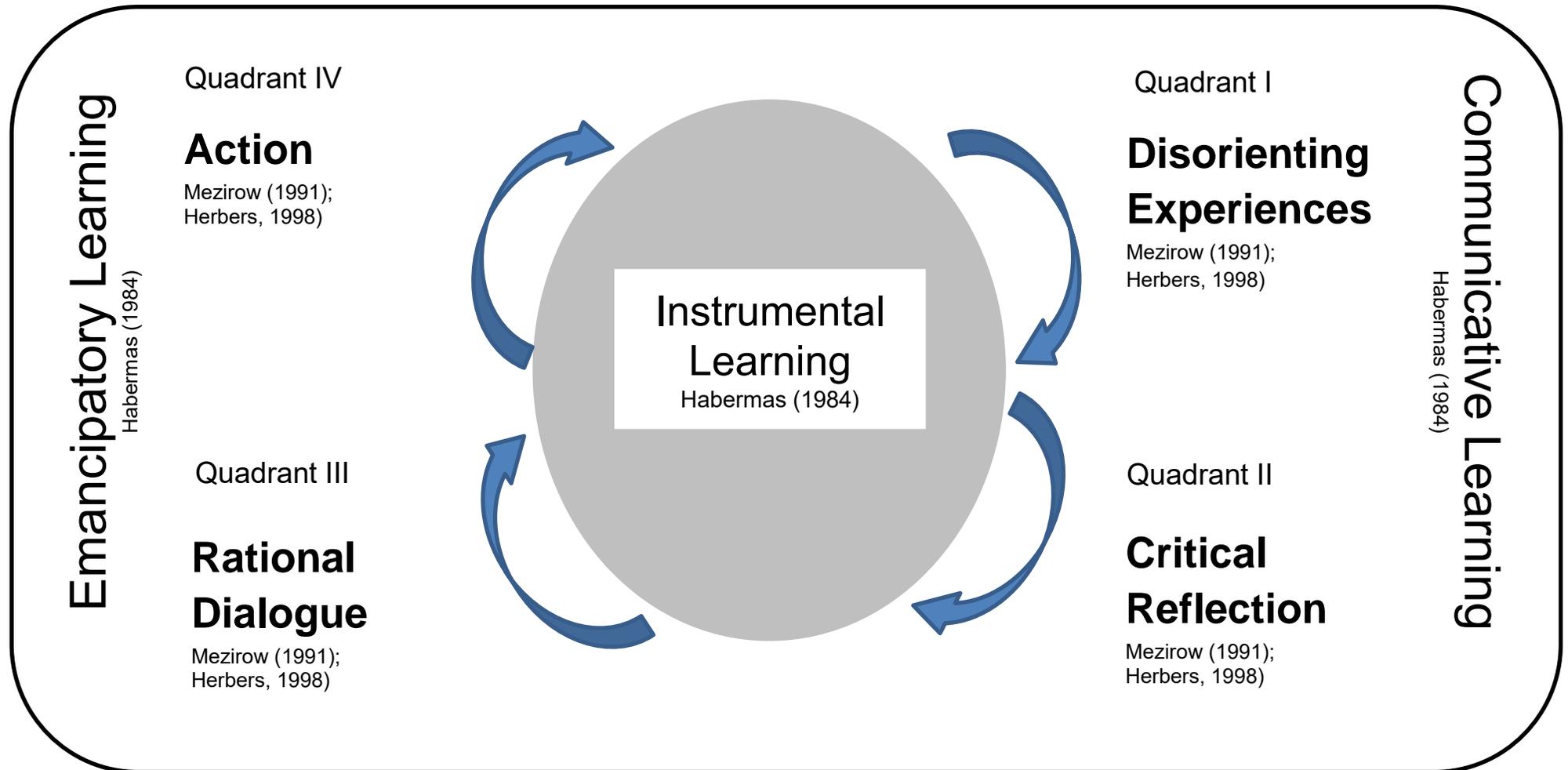


FIGURE 3-2: TRANSFORMATIVE LEARNING CURRICULUM MODEL (ADAPTED FROM GLISCZINSKI, 2008:5)

It might be relevant to explain each of these quadrants at this point.

3.4.1 Quadrant I: Disorienting Experiences

Assessing disorienting experiences are the first quadrant in Gliszincki's (2008) transformative learning curriculum model. The facilitator guides the learners through a disorienting experience. Glisczinski (2008) explained that as learning situations change, what was effective in one context may become less reliable and produce less successful results in the midst of novel environments. A change in a situation might result in a disorienting dilemma. Moreover, a disorienting dilemma can be an acute internal or external personal crisis, a real-life crisis, or more moderate growing sense of dissatisfaction with one's old meaning structure (Mezirow, 1991). A disorienting dilemma can be integrating circumstances, which are indefinite periods, in which individuals search for something that is missing from their lives (Taylor, 1998). In addition, trigger conditions for such a disorienting dilemma are described as a discrepancy of some sort, a crisis, a problematic instance or a real-life crisis.

A core skill to facilitate disorienting dilemmas is to pose questions that highlight the disorienting dilemmas inherent in the learner's situation in a way that invites critical assessment of assumptions (Cranton, 2006, 2016). The disorienting dilemma is a disruptive impetus for transformation as the learner is faced with a situation that does not fit the taken-for-granted ways of knowing or being. Other pedagogical strategies to facilitate working through the crisis experience towards learning include consciousness-raising activities, critical pedagogy practice, critical discourse, problem-posing and cognitive dissonance (Walton, 2011). Furthermore, through examining their perspectives on dilemmas through critical pedagogical strategies, learners may be able to transform their paradigms and practice (Taylor, 2000).

Disorienting dilemmas may come about naturally in non-facilitated settings and produce emotional feelings or reactions to the crisis (Taylor, 2000). For example, Baumgartner (2002) and Courtney, Merriam, Reeves, and Baumgartner (2000) examined the transformative learning process of patients with HIV/AIDS diagnosis. Sands and Tennant (2010) studied the transformative learning process in the context of suicide bereavement. Both studies' findings suggest that the life crisis provoked emotional responses in participants in the study. Emotions and feelings provide both the impetus for us to critically reflect. The study's findings suggest that crisis, often accompanied with an emotional reaction, can be a powerful trigger for learning. However, the facilitator must be aware that critical pedagogy can accompany learner-resistance, which may include emotional outbursts, denial of responsibility, absenteeism, personal frustration and defensiveness.

Crisis experience could trigger learning at the behavioural, paradigmatic and systemic levels, Wang (2008) asserted. Mandell and Herman (2007) suggested cognitive activities must be facilitated that are relevant to the learners' experience to be meaningful, as meaning-making

depends on connections to the learners' context (Mezirow, 2000). Wang (2008) therefore proposed promoting learning before, during and after the crisis, developing action plans for preventing and handling the crisis, effectively learning from a crisis experience, and applying new learning to improve future practice. In addition, the disorienting dilemma presents the possibility for learning that will expand frames of reference and result in a higher level of functioning in individuals (Cranton, 2006). Mandell and Herman (2007) agreed as they referred to Dewey's (1963) alignment between experience and learning.

The facilitator of transformative learning must be aware of the implications of the disorienting dilemma. There are a number of practical and ethical issues involved in assisting the learner through the transformative learning process (Caffarella & Merriam, 2000). Roberts (2006) studied the impact of disorienting dilemmas on learners. The impact on learners' performance depends on what effect the disorienting dilemma had on learners and how they handled it, Roberts (2006) observed. One practical issue is that there are differences in age, experiences, gender, sexual orientation, nationality, race, ethnicity, culture, language and socio-economic status, physical and mental abilities. The facilitator, therefore, needs to embrace diversity in the learning situation.

Another practical issue is that the nature of the disorienting dilemma can have the minimal or devastating impact on the performance of the learners, Roberts (2006) warned. Forcing an introvert to share their innermost emotions in public might have them fleeing from the room, while engaging an extrovert in a series of an analytical question may have them confused and aggravated (Cranton, 2016). Moreover, the facilitator needs to be aware of the emotional journey (feelings of fear, anger, guilt or shame) that the disorienting dilemma might evoke. The facilitator needs to provide the necessary support for the learners during the transformative learning process.

The facilitator needs to be sensitive and empathetic and adopt a compassionate approach to the learning situation, Cranton (2016) advises. Facilitators need to invite learners to critically dialogue on their values, privileges, and cultural assumptions in ways that are supportive to their growth and development. Moreover, facilitators should strive to help their learners make personally relevant connections between new and previous learning experiences. The second quadrant in the transformative learning curriculum model, which is a critical reflection, will now be considered.

3.4.2 Quadrant II: Critical Reflection

In quadrant II, the facilitator needs to guide the learner through a process of critical reflection. Glisczinski (2008) proposed that disorienting dilemmas might be wisely met by observation and critical reflection. The learner must critically reflect on the forces present within the current realities. Mezirow (1990) asserted that critical reflection involves a critique of the presuppositions, on which our beliefs have been built. Reflection of these presuppositions enables us to correct distortions in our beliefs and errors in problem-solving. Moreover, transformative learning involves the particular function of reflection: reassessing the presuppositions, on which our beliefs are based and acting on insights derived from the transformed meaning perspective that results from such reassessments. Uncritically assimilated meaning perspectives, which determine how and why we learn, may be transformed through critical reflection. Reflection on one's own premises can lead to transformative learning (Cranton & Merriam, 2015; Kroth & Cranton, 2014).

The facilitator of transformative learning needs to facilitate the process of identifying, analysing and questioning assumptions underlying how one sees the world (Merriam, Caffarella, & Baumgartner, 2007). Reflective activities include reflective questions designed to incorporate the problem-solving and meaning-making nature of reflection (content-related questions related to the problem and process-related questions related to the process of problem-solving). Brookfield (2000) proposed a "Critical Practice Audit" to facilitate critical reflection in the context of one-on-one interviews. The five-stage interview structure involves intentional interviewing skills, including summarisation; open questions; positive feedback and supportive confrontation. In addition, Stevens *et al.* (2010) found that guided reflection such as proposed in the Critical Practice Audit could affect adult learners' understanding of their work, their relationships and their involvement with their communities. Stevens' findings suggest that the reflective process not only allows the learner to apply knowledge beyond the classroom, but also has the capacity to change the learners' perspective on the meaningfulness of experience. The facilitator, therefore, needs to guide the learner through reflective activities to critically question their assumptions about the experience.

The facilitator could use reflective strategies in the reflective learning process. Yip and Raelin (2011) suggested that reflective strategies include journaling, self-assessment, writing and peer-feedback. In their study on the use of such reflective strategies, they found that a facilitation approach that promotes active inquiry and reflection could help learners engage at a deeper level, within themselves and with their peers. In its emancipatory or critical form, reflection can reach a final step of questioning the very presuppositions attending to our problems. Furthermore, their study findings revealed that reflection is therefore not passive, but is both a cognitive and behavioural process that can involve groups of people, not just an individual in isolated thought. Through reflective practices, learners can make sense of what they learned, why they learned, and how learning took place.

Evidence suggests that reflective journals are a useful tool for promoting reflection and learning. Chirema (2007) employed a case study design to evaluate the use of reflection journals from 42 participants. Chirema's study findings suggest that learners' writing can be used as evidence for the presence or absence of reflective thinking. The process of journal writing allows learners to reflect on their attitudes, feelings and expand the cognitive and affective dimensions of learning. The facilitator should guide the learner to reflect on their assumptions and underlying habits of mind. Furthermore, Wang and Yorks (2012)'s research findings concurred that presentational or expressional ways of knowing can be an opportunity for engaging in self-reflective practices. Wang and Yorks reported that using image drawing, poetry and metaphors challenged learners' self-perceptions, brought into conscious awareness how their meaning schemes shaped their actions and deepened their self-awareness. Examples of presentational knowing that is imaginal includes music, sound, dance, stories, visual or dramatic arts.

The facilitator of transformative learning needs to understand that reflection is a difficult process. Kuit, Reay, and Freeman (2001) found that it is often painful to be self-analytical and self-critical. However, their research suggests that reflection leads to self-knowledge. The facilitator needs to be aware of the feelings and emotions accompanying the reflective process. Taylor (2009) described the importance of affective and relational knowing – developing an awareness of feelings and emotions in the reflective process. Critical reflection departs from a reflection in that it requires learners to assess, what is being reflected on (Mezirow, 1998). In addition, feelings and emotions might be experienced through this process of retrospectively examining experiences. Dirkx (1998) described four points of emphasis, through which the facilitator can foster critical consciousness on personal and social levels, which is (a) consciousness raising, (b) critical reflection, (c) psychological development, and d) individuation.

Many workplace learning programmes are emerging with varied approaches for utilising reflection to facilitate adult learning. However, Rigano and Edwards (1998) suggested that what was needed was more understanding of the nature and practice of reflection in the workplace. Their study findings, involving 400 participants, suggested that it is imperative to accommodate the varying reflective levels of participants, perhaps offering structured formats for inexperienced writers. The challenge for professional self-help development programmes is to find a method that employees can use to develop reflective skills over a period of time. Similar to Rigano and Edwards' study, Rigg and Trehan's (2008) research findings concurred as they employed a case study to investigate critical reflection in the organisational setting. Their research findings illustrated difficulties of employing critical reflection within the workplace arising from the more complex power relations between the multiple stakeholders in the organisational context. Consequently, the facilitator needs to take cognisance of the challenges in facilitating transformative learning in the workplace and approach it with a learning attitude. Next, it might be relevant to discuss quadrant III in the transformative learning curriculum model.

3.4.3 Quadrant III: Rational Dialogue

Quadrant III pertains to rational dialogue about the perspectives regarding the disorienting dilemma. Gliscinski (2008) suggested that rational dialogue with others and within one's self might be relevant at this point. One of the recognised ways adults make meaning and transform their understanding of the world is through dialogue (Ziegler *et al.*, 2006). The rational dialogue will enable expanded awareness and abstract reconceptualisation of more effective and informed assumptions and behaviour. Mezirow (1991) explained that "dialogue or communicative action allow us to relate to the world around us, to other people, and to our own intentions, feelings and desires" (p.65)

Discourse is a dialogue devoted to assessing reasons presented in support of competing interpretations, by critically examining evidence, arguments and alternative points of view, according to Mezirow (1997).

"Effective discourse depends on how well the facilitator can create a situation, in which those participating have full information; are free from coercion; have equal opportunity to assume the various roles of discourse (to advance beliefs, challenge, defend, explain, assess evidence, and judge arguments); become critically reflective of assumptions; are empathetic and open to other perspectives; are willing to listen and search for common ground or a synthesis of different points of view; and can make a tentative best judgment to guide action" (p.5).

Rational dialogue should be based upon the premises present in disorienting dilemmas.

The philosophy underlying the process of dialogue is described in Habermas' (1989) theory of communicative rationality. The premise of communicative rationality is that rationality or reason is linked to social interactions and dialogue. The exercise of reason and discussing alternative perspectives can only occur through dialogue. Such communication ought to result in a general agreement about the issues under discussion.

Furthermore, Habermas (1989) explained that the potential for certain kinds of reason is inherent in communication itself. Through reason and rational dialogue, the facilitator guides the learner through critical-rational discussion in a safe and democratic learning environment. The facilitator, however, needs to be aware of the fact that rational dialogue is not necessarily a smooth process of agreement, but that individuals should be open to mutual deliberation and argumentation in the rational dialogue process.

Group dialogue could facilitate powerful experiences for learning about the perspectives of the other. Group dialogue provides a basis for reflecting on personal beliefs, values and assumptions and help participants gain an increasingly pluralistic view (King & Wright, 2003). The facilitator of transformative learning needs to create conditions for learning possibilities in dialogue settings. Similarly, Wilhelmson's (2006) research findings suggest that several conditions are important for

creating learning opportunities in small-group communication settings. These conditions include participant perspectives, dialogue competence, discursive power, gender conversational styles and perspective change. Furthermore, these conditions have consequences for learning possibilities that are vital for transformative learning (Cranton & Merriam, 2015; Kroth & Cranton, 2014).

The facilitator needs dialogue competence in order to facilitate the process of rational dialogue. Wilhelmson (2006) specified four kinds of dialogue competence necessary for participants in group communication to create dialogue quality.

These are in discourse:

- Closeness to the individual perspective, which means an ability to contribute to the knowledge formation by speaking in a voice of one's own and to assert reflected experiences relevant to the topic under discussion;
- Closeness to the perspectives of others means an ability to listen carefully and with curiosity to the narratives of others, while seriously trying to understand what is meant;
- Distance from the individual perspective means the ability to think of one's own truths as prejudices; as well as to critically reflect on self-perceptions; and
- Distance from the perspective of others means an ability to critically reflect on assertions made by others from one's own experience and knowledge.

Dialogue competence could stimulate active participation and inquiry, and serve as a catalyst to encourage learners through empathetic listening, respect for all participants, suspending judgment and sincere acknowledgment of the learners' opinions. Ideally, Mezirow (1997) asserted that communicative learning involves reaching a consensus.

The facilitator could use dialogue as an emancipatory strategy. Scott (2003) suggested that dialogical learning processes can serve to liberate thinking and action. Carefully designed educational programmes can prepare the learner to contribute to society and become an active responsible citizen. Scott proposed story-telling could be instrumental in learning. Telling and listening to each other's stories could serve as a way to begin relationship building. Ziegler, Paulus and Woodside (2006) concurred that engaging in dialogue about one's life story or life histories leads to the collaborative construction of meaning. Encouraging adult learners to share life stories through dialogue may be a powerful way for them to make meaning of their life experiences both individually and as a group (Ziegler *et al.*, 2006). Therefore, when designing a course, one might consider the design and inclusion of learning strategies that include interactive discussion and dialogue, Glowacki-Dudka *et al.* (2012) proposed. The following section pertains to quadrant IV of the transformative learning curriculum model.

3.4.4 Quadrant IV: Action

The final quadrant involves action. Glisczinski (2008) explained that action and experimentation, with expanded awareness and understanding often-conflicting experiences, brings opportunity to emerge with transformed consciousness, and the possibility to re-engage in further instrumental, communicative and emancipatory learning. Mezirow (1991) highlighted that transformative learning leads to a change in actions and behaviours based on the changed perspective facilitated through the transformative learning process. In addition, action can only happen by deciding to choose an alternative meaning perspective. Transformative learning requires mindfulness, not passivity on the part of the adult learner. Mindful acts of questioning and critically reflecting, adults revise their value, beliefs, assumptions and emerge with a broader perspective, Cranton (2009) explained.

There are several benefits of progressing through the action quadrant. Yip and Raelin (2011) believed that the quadrant action places learners in the actual practice setting, in which pre-representational knowledge implicit in action becomes as valuable as relational theories. Action helps learners overcome the feeling of being “stuck”, by having them construct new knowledge through real-world reflective practice. Furthermore, action activities move learners into a zone of development, where they have to adapt and experiment with new practices. Clark and Wilson (1991) provided connectivity to action by describing transformative learning as a guide to action, which is based on the meaning that has been construed from experience. Learners may begin to realise the wealth of opportunities they have at their disposal to solve their problems.

The facilitator’s role in this quadrant is to guide the learner towards new ways of thinking and acting concerning their revised perspectives. After the learners construe, validate and reformulate the meaning of their experience, the facilitator should guide the learners towards action. According to constructivist learning theories, in the previous quadrant, learners shared their experiences and resources with each other to create new knowledge. Moreover, the facilitator plays an influential role in filtering and directing attention, guide choices and interpreting the meaning of an act or experience (Mezirow, 2000). The facilitator should guide the learner towards planning or to revise a course of action. Transformative learning could impact the learner in reframing, changing or transforming ideas.

The facilitator can use various facilitation strategies to facilitate action. These facilitation strategies include learning contracts, group projects, case studies and simulations. The facilitator can also ask the learners to undertake action research projects and participation in social action (Mezirow, 1997). The facilitator can help the learners learn from each other in problem-solving groups. In addition, the facilitation strategies employed to facilitate considered action are designed to help learners devise action strategies on their own or help learners to pull together and implement all they have learned. This can be done, for example, through using learning tasks (Taylor, 2007). Learning tasks as a learning activity requires that learners design a plan. This is followed by a

practical demonstration of the plan in action, accompanied by feedback from peers and the facilitator (Mezirow, 2009).

The facilitator can further employ action learning sets to foster learning in the workplace. The emphasis in action learning is on learning from experience. The action learning sets approach provides a structured way of working in small groups, which can provide the discipline needed to learn from what we do, and improve practice as a result. Action learning sets work best, where the group helps to work on the problem through supportive, but challenging questioning. The questioning in the action learning process encourages a deeper understanding of the issues involved, challenging underlying assumptions and exploring ways forward. In addition, the role of the facilitator in action inquiry is to create a safe space for honest discussion. The facilitator should model helpful questioning. The facilitator should ensure that the questioning moves around the action learning cycle at an appropriate pace. Moreover, the facilitator could draw attention to issues of process. The action group work could facilitate networking, communication and learning and group reflection (O'Neil & Marsick, 2007).

Action learning and action plans are essentially valuable in the working environment. Through action, the facilitator challenges the learners to expand their thinking and find creative solutions to tough challenges at work. The learners can work and learn together in groups and other kinds of communities to help brainstorm and discover ideas relevant to solve problems. Torbert's (2004) research study about action in leadership development highlights the implications of leadership and action and how ways of making meaning shape reactions to the challenges presented in the leadership context. Furthermore, Ajoku (2015) presented findings of a field study focused on learning capabilities within action learning sets to evaluate potential opportunities for action learning and transformative learning. Ajoku's research findings suggest progress and transformation that were occurring in the participants' emotions, relationships and assumptions as they related to topics, problem areas, dilemmas or critical challenges as a result of an action. In conclusion, Glisczinski's (2008) transformative learning curriculum model could be relevant to facilitate transformative learning in adult education settings. The following section presents advantages to facilitate transformative learning in practice.

3.5 ADVANTAGES TO FACILITATE TRANSFORMATIVE LEARNING IN PRACTICE

Research studies presented evidence to support the contention that facilitating transformative learning can be a catalyst for educational reform. This is evident in the case of Findlay (2010) and Kostoulas-Makrakis's (2010) research findings. Findlay (2010) found that as a result of a transformative approach, participants reported a shift from teacher-centred to a student-centred classroom. Moreover, Findlay's study reports a move from content-laden programmes to an issues-based curriculum. Such an issues-based curriculum demanded critical thinking and student engagement in the pursuit of active and responsible citizenship. In a study with similar research objectives, Kostoulas-Makrakis (2010) agreed with the benefits of facilitating transformative learning in practice and asserted that transformative learning enhanced critical learning opportunities through debates and groupwork. The studies, therefore, provide evidence that facilitating transformative learning could enhance a student-centred classroom; stimulate critical thinking and learner engagement and foster generative dialogue in group settings.

Facilitating transformative learning in educational context could transform the didactics applied by the facilitator. Kostoulas-Makrakis (2010) illustrated this point clearly, as she stated that the transformative model applied promoted opportunities for empowering pre-service teachers to shift from instructivist to sustainability knowledge construction and transformative pedagogy in lesson planning. However, Wright, Cain, and Monsour (2015) suggested that although opportunities to create transformative learning could be narrowed due to educational mandates and initiatives, creative ways to augment a transformative pedagogy with real-life texts, resources and experiences are needed to prevent a prescriptive approach.

Facilitating transformative learning could empower participants' learning process. Wright, Cain, and Monsour (2015) found that a transformative pedagogy can shift perspectives and prompt action. If the findings of Wright *et al.*, (2015) are accurate, these results would seem to suggest that a transformative pedagogy can shift perspectives, when immersing participants in real-world experiences, providing opportunities to problematise assumptions about sustainability practices, engaging in meaningful dialogue and acting upon new learning. Moreover, the study of Wright *et al.* (2015) highlights the need to transform a knowledge-based learning paradigm to one that promotes action based on knowledge. A reasonable approach to tackling this issue could be to take note of Findlay's (2010) recommendations that a move from a content-laden programme to an issues-based programme is needed, which demands critical thinking and student engagement in the pursuit of action and responsible citizenship.

Another significant advantage is that facilitating transformative learning could enhance the professional development of facilitators. This is certainly true in the case of Gravett's (2004) research findings. Gravett employed action research to design and implement a transformative curriculum aimed at changing teacher-centred perspectives. The study aimed to change teacher-

centred perspectives to an approach that would engage learners and teachers in learning-centred dialogic teaching in the South African context. In addition, the evidence from this study suggests transformation in teaching perspective could be induced through a teaching development process involving inquiry and interactive teaching. In another research initiative, Loe (2010) implemented a model of teacher professional development in an on-line learning environment. The findings from this study suggest that a transformative pedagogy has the potential for teachers' professional development. Furthermore, the study suggests that action research is at its most empowering, when the teacher-researcher approaches a problem in practice that is truly their own, rather than attempting to engage in systemic issues that are outside their control.

Facilitating transformative learning in practice was not immune to challenges experienced in the learning environment. Research studies report a few possible challenges experienced with a transformative pedagogy. For example, Kostoulas-Makrakis (2010) observed that following a radical sustainability perspective, the participants were challenged to view themselves as an active agent in the change process. However, the participants found it difficult to translate constructivist conceptions in their personal theories to practice. In addition, Gravett (2004) reported that she experienced notable challenges in the process of transforming teaching practice. These challenges were addressed through providing continual supportive relationships and a supportive environment.

Gravett (2004) further believed that development aimed at facilitating profound change in teaching demands the fostering of transformative learning, which involves critical reflection on and dialogue about teaching, knowledge and learning assumptions. Moreover, Findlay's (2010) study highlighted that participants revealed the need for more authentic performance-based student assessment as a result of the skills-focus of the new curriculum. Furthermore, Wright, Cain and Monsour (2015) challenged faculties to demonstrate a sense of authority to act as change agents and take on the creative task of transforming curriculum. Wright *et al.* (2015) strongly advised that through curriculum and pedagogy, we can be instrumental in transformational change. Despite these challenges, however, the findings of these studies emphasises that facilitating transformative learning could have the potential for learner development and empowerment.

In conclusion to this section, the findings suggest that facilitating transformative learning has certain advantages. These advantages include that facilitating transformative learning can be a catalyst for educational reform. Facilitating transformative learning could result in a paradigm shift from teacher-centred learning to student-centered learning. Student-centred learning could be facilitated through critical thinking and learner engagement and fostering generative dialogues in group settings. Second, facilitating transformative learning could transform the didactics applied by a facilitator. This entails changing from instructive knowledge construction to a transformative pedagogy in lesson preparation and planning. Third, facilitating transformative learning could empower students' learning process.

Student learning processes could be challenged by action. Including real world experiences; engaging with opportunities to problematise assumptions; engaging in meaningful dialogue and acting upon new learning could promote action-based knowledge. The shift from content-laden programmes to issues-based curriculum further enhances student engagement towards active citizenship. Subsequently, facilitating transformative learning could further facilitate professional development of facilitators through inquiry and interactive teaching. Transformative pedagogy provides an opportunity for facilitator professional development through reflective practice. A critical stance involves an analysis of both sides of the coin. Therefore, it might be relevant to assess the challenges reported in facilitating transformative learning at this point.

3.6 CHALLENGES INVOLVED IN FACILITATING TRANSFORMATIVE LEARNING IN PRACTICE

Researchers and practitioners involved in the research and practice of transformative learning identified a few challenges in facilitating transformative learning in practice (Aldaheff-Jones, 2012). Mezirow and Taylor (2011) concurred as they explained "...transformative learning is challenging stuff, particularly when it challenges traditions...". The challenge identified in research and practice of transformative learning was first, in facilitating disorienting dilemmas. Mezirow and Taylor (2011) argued that while retaining enthusiasm for the use of reflective processes in facilitating transformative learning, adult facilitators need to be mindful of learners, who feel threatened, uncomfortable or alienated by the process. In addition, Mezirow and Taylor explained that the facilitator must be able to create the conditions, where transformative learning can take place. They suggested that the adult facilitator supports the learners appropriately through this time of learning and strives to encourage those learners to reflect on their practice and learn through life through such potentially transformative experiences.

Roberts (2006) agreed with Mezirow and Taylor as she identified similar complexities in terms of facilitating disorienting dilemmas. Roberts warned that disorienting dilemmas induced by adult facilitators have varied and often adverse effects on learners. Adult facilitators need to be wary in their efforts to facilitate disorienting dilemmas. Roberts's research study examined the effects of disorienting dilemmas induced by adult facilitators on their learners and how these effects impact on the performance of the adult learners. Consequently, Roberts highlighted that there are a number of practical and ethical issues involved to assist the learners through the transformative learning process. Roberts suggested that in order to mitigate the effects of disorienting dilemmas on adult learners, facilitators need to be empathetic and compassionate in their approach and must provide support during the process.

The second challenge identified pertains to the transformative learning process. Apte (2003, 2009) believed that understanding the complexities of transformative learning could alert the facilitator to potential issues that may arise at different stages in the facilitation process. Apte (2009) identified four stages that might potentially be challenging to facilitate. These four stages include, where the facilitator needs to confirm and interrupt current frames of reference; working with triggers for transformative learning; acknowledging a time of retreat or dormancy and developing the new perspectives. In response to these challenges, Apte (2009) created a framework of practice for facilitating transformative learning that is made up of four components. Subsequently, these components relate to frames of reference; learning triggers; periods of retreat or defensive behaviour, and the development of alternative perspectives. The framework encourages reflection by the participants and the facilitators, and provides questions to guide the learner and facilitator through these four identified challenges. The framework includes opportunities for (i) better

understanding specific actions that promote transformative learning possibilities; (ii) increasing the transformative impact of programme design; (iii); understanding how participants support their own learning; (iv) becoming alerted to potential issues that may arise at different stages; and (v) better understanding challenges in the facilitation process.

The third challenge raised by Clark (2017) pertains to creating and maintaining space for open viable communication and non-judgmental dialogue. Clark (2017) explained that whenever we discuss controversial topics such as politics, gender equality, racism, religion and so on, our emotions become involved. Knowing how to help a student process these emotions, while properly managing classroom discussions, can be tricky. The facilitator should be careful not to take sides, but rather mediate the dialogue by ensuring all learners are respectful of and really hear one another (Brookfield, 2015). In addition, the facilitator needs to take cognisance of the fact that all learners have previously held stereotypes and values that create a tension that has much potential for learning – if that tension is structured and facilitated in constructive ways, to enable learner development. Therefore, the facilitator needs to create space for open communication and controlled and non-judgmental dialogue (Brookfield, 2015).

A further challenge observed during fieldwork in Hanson and Hanson's (2001) study, was the shift of control of information. The perception that some individuals have the information needed by others and are not sharing it can hamper the establishment of trust between the learner and the facilitator. Furthermore, like any truly democratic system, making decisions can take some time. Each perspective must be weighed and respected, which can feel at times like a tedious or complex task. To really tap into the strengths of community development and collaboration, it is helpful to practice this form of reciprocity in major areas, for example, through reflection activities. The facilitator needs to select an approach to learning, where learners and facilitators are seen as partners, each partaking in a shared experience. The mutual approach to learning creates democratic dynamics of reciprocity that help distract from the inherent power dynamics tied to the more traditional hierarchies of education. All the role-players should have a say in the structured learner experiences to contribute to overarching academic and civic goals (Hanson & Hanson, 2001).

Hanson and Hanson (2001) further observed the challenge of building relationships of reciprocal trust. Interestingly, Hanson and Hanson referred to the pattern repeated from an educational system dominated by didactic teaching methods that assume that the learner is an empty vessel to be filled with information and that the teacher is the transmitter of knowledge. The facilitators, therefore, need to change themselves to meet this challenge from being transmitters of knowledge to participatory facilitators (Brookfield, 2015). To facilitate transformative learning involves engaging in a participatory process with more than a 'bag of tricks'. Facilitators should engage in reciprocal learning with the learners in order to build relationships of reciprocal trust in the learning

environment. Hanson and Hanson (2001) noted that engaging in multiple roles of the facilitator or participant can be accompanied by discomfort. The dilemma of knowing how much and when to lead are compounded by a lack of familiarity with the participatory processes. They suggested that including the personal and emotive aspects of learning and change can enrich the transformative learning potential in the learning situation. The following section explores the methodologies applied in the research of transformative learning.

3.7 METHODOLOGIES APPLIED IN THE RESEARCH OF TRANSFORMATIVE LEARNING

An appropriate research design and methodology are essential in any research endeavour. Three factors influence the selection of an appropriate research design or methodology to study transformative learning, Kim and Merriam (2011) observed. These three interrelated factors are the researcher's philosophical perspectives, the research questions, and how well the phenomenon is understood at a particular point in time (Kim & Merriam, 2011). What follows is a brief review of empirical research aimed to analyse some research studies, in which transformative learning was researched in diverse contexts. The question posed was: Which research method was employed in this research studies? Descriptive synthesis was used to report on the methodologies used in the research studies. These studies were selected based on the fact that the studies involved the research and practice of transformative learning in diverse settings.

3.7.1 An overview of methodologies applied in the research and practice of transformative learning

The review of the literature found that diverse methodologies were applied to study the research and practice of transformative learning. Most of the research studies applied qualitative analysis. Fewer research studies employed quantitative analysis in research settings. Mixed methods were further employed in a selected number of studies. The further analysis highlighted the data collection methods used in these research studies. Subsequently, the data collection methods ranged from interviewing; questionnaires; surveys and participant self-report data. Research methodology approaches most common to study transformative learning range from grounded theory; narrative inquiry; arts-based research; critical and emancipatory research to action research. The research methodological approaches employed in the study were, however, not limited to these approaches.

Qualitative, quantitative and mixed methods were employed in research studies. The following studies engaged in some form of qualitative analysis: Berger (2004); Brown (2005); Cranton & Carusetta (2004); Cranton and Wright (2008); Fetherston and Kelly (2007); Glowacki-Dudka *et al.*

(2012); King (2004); Kitchenham (2006); Sands and Tennant (2010); Schols (2012); Taylor (2003); Taylor, Duveskog and Friis-Hansen (2012); Whitelaw, Sears and Campbell (2004). The following studies employed quantitative analysis: Berger (2004); Brock (2010); Cragg, Plotnikoff, Hugo and Casey (2001); King (2004); Stuckey, Taylor and Cranton (2013). Mixed methods were employed in the following studies: Carson (2005); Duffy (2006); King (2000); Pugh, Bergstrom, Heddy and Krob (2017). Most of the studies used qualitative analysis, while there seems to be a need for more research studies employing quantitative research methods.

Data collection methods employed in the following studies were interviewing, questionnaires or surveys, participant self-report data and longitudinal design elements. Interviewing was one of the most common methods that the researchers employed within a qualitative study (Berger, 2004; Cranton & Carusetta, 2004; Fetherston & Kelly, 2007; Kitchenham, 2006; Taylor, 2003; Taylor, Duveskog & Friis-Hansen, 2012; Whitelaw *et al.*, 2004; Yorks & Kasl, 2006). In addition, the following studies employed questionnaires or surveys: Bridwell (2013); Fetherston and Kelly (2007); King (2004); Kitchenham (2006); Stevens-Long, Schapiro, and McClintock (2012); Stuckey, Taylor, and Cranton (2013); Whitelaw *et al.* (2004); Yuen Lie Lim (2011). Participant self-report data was used a data source in the following studies: Brown (2005); Cranton and Wright (2008); King (2004); Kitchenham (2006); Whitelaw *et al.* (2004).

The following studies contained longitudinal design elements: Baumgartner (2002); Kiely (2005); Taylor (2003). Grounded theory was used in the following studies: Cranton and Carusetta (2004); Fetherston and Kelly (2007); King (2004); Kitchenham (2006); Taylor (2003). Narrative inquiry, which allows people to express personal experiences through stories, was employed in the following studies: Isopahkala-Bouret (2008); Kear (2012); Sands and Tennant (2010); Twigg (2010). Moreover, critical and emancipatory approaches, where a critical stance was the goal of not only understanding the phenomenon, but analysing the power dynamics of the situation, was employed in the following studies: Armstrong (2005); Carrington and Selva (2010); Kilgore and Bloom (2002); Taylor and Jarecke (2009). Action research was employed in the following studies: Feinstein (2004); Gravet (2004); Kostoulas-Makrakis (2010); Lange (2004); Loe (2010); Marsick and Maltbia (2009); McAllister *et al.* (2013); Nicolaidis and Dzubinski (2015); Sifakis (2007); Wright, Cain, and Monsour (2015).

Methodological challenges in studying transformative learning were experienced by some of these researchers. Kim and Merriam (2011) summarised four methodological challenges in the study of transformative learning. First, the research of transformative learning seems to be a much more rational process, in contradiction to the cognitive process of change laid out by Mezirow's perspective transformational process. Second, transformative learning is typically a process and not an event. Such process requires a developmental process of construction, reconstruction and refinement of the meaning-making system. Some studies investigate transformative learning in a

single event and not as a process. Therefore, the dynamics involved in transformative learning experiences are either ignored or simply missed.

Third, a research study that can identify the link between personal and social change and the power dynamics involved, is lacking. A deeper understanding of context is needed to establish the relationship between an individual's biographical history and social-cultural factors. Fourth, the diverse conceptualisations and views of transformative learning are causing confusion in the research and practice of transformative learning. It might be relevant to explore the findings from the review in terms of the action research methodology employed, as this is, where my research interest lies.

3.7.2 Towards an epistemology of practice

I further reviewed empirical studies, where action research was the methodological choice to facilitate transformative learning in practice. The choice of the research studies was based on the following common denominator: Transformative learning was facilitated through an action research methodological process. The following studies were selected for this section of the review: Feinstein (2004); Findlay (2010); Gravett (2004); Kostoulas-Makrakis (2010); Lange (2004); Loe (2010); McAllister *et al.* (2013); Nicolaides and Dzubinski (2015); Sifakis (2007) and Wright *et al.* (2015). Findings from the review of these selected studies are presented in Table 3-2 on the following page. Commonalities found in all these studies were the following: All the studies involved an assessment of the situation; which involved prolonged diagnosis and review, discussion and analysis. Decision-making or deliberative analysis was involved. Planned actions and, in some cases, periodic reviews were involved during the action research process. The most fundamental commonality was the involvement of meta-cognition, which included situational awareness; implicit monitoring; short reflections; monitoring of thought and activity and reflective learning.

Referring to the findings from the review of studies pertaining to Table 3-2 on the following page, the literature identified that action research is seen as having a natural affinity with transformative learning, as it allows the study of how understanding develops in the midst of bringing about change (Lange, 2004).

TABLE 3-2: ACTION RESEARCH PROJECTS SUPPORT AN EPISTEMOLOGY OF PRACTICE

TOWARDS AN EPISTEMOLOGY OF PRACTICE					
COMMON DENOMINATOR : TRANSFORMATIVE LEARNING	Research Study	Setting	Sample Size	Data collection methods	Transformative Model specified
	Feinstein (2004)	Environmental Adult Education	12 students	Participant observations; field notes; interviews	Transformative environmental service-learning model
	Findlay (2010)	Social Studies	10 teachers	Semi-structured interviews	Social studies curriculum
	Gravett (2004)	Higher Education	60 teachers	Reflective journals; questionnaires; Interviews	Teaching development programme
	Kostoulas-Makrakis (2010)	Education for Sustainable Development	30 teachers	Participant observation; focus groups; reflective journals	Critical transformative model
	Lange (2004)	Adult Education	15 female participants	Post-course survey; reflection journals; interviews	Adult and continuing education certificate programme
	Loe (2010)	Online Learning Environments	11 in-service teachers	Transcripts of online participation; focus group interviews; individual interviews	On-line action research course
	McAllister, Oprescu, Downer, Lyons, Pelly, & Barr (2013)	Higher Education	25 health educators	Interviews; focus group discussions; field-notes	Sensitise Take Action and Reflection (STAR) framework
	Nicolaides & Dzubinski (2015)	Adult Education	Unknown number of students, faculty, staff, graduates	Semi-structured and Focus group interviews	Collaborative Developmental Action Inquiry (CDAI) (transformative model not specified)
	Sifakis (2007)	English for speakers of other languages (ESOL) teacher education	Number of participants not specified	Reflection journals; spoken discourse excerpts; video recordings	Presented a framework for English as Lingua Franca (ELF) education that prioritises active reflection, based on transformative learning theory
Wright, Cain, & Monsour (2015)	Sustainability Education	44 faculty members	Not clearly stated, however they mention a workshop with diverse activities such as nature walks, reflection, and student engagement	Sustainability curriculum	
Commonalities in the above-mentioned studies:					
Assessment of the situation; deliberative analysis; planned actions; progress reviews; meta-cognition					
Findings of this review:					
<ul style="list-style-type: none"> • Action research has a natural affinity with transformative learning; • Action research supports an epistemology of practice; • Learning from reflection-in-action is imperative; • Findings support the construction of new knowledge through an epistemology of practice; • Knowledge is co-constructed and co-created within particular situations and contexts; and • Action research supports the epistemic foundation for deep, reflective inquiry. 					

Methodological considerations are imperative. Action research is appropriate to bring about reflection and learning with regard to the actual problem in an organisational setting. One of the appealing factors is that action research is designed to address a problem or issue within a specific setting (Kim & Merriam, 2011). From the methodologies applied in the research studies, action research seems a likely choice to facilitate transformative learning in practice. In addition, knowledge is co-constructed and co-created by researchers and practitioners within particular situations and contexts.

3.8 CHAPTER SUMMARY

The purpose of the review of literature in this chapter was to explore an existing model that could be useful in structuring a transformative learning process in practice. This chapter provided a review of literature in pursuit of an answer to the following sub-research question:

Which existing transformative model could be useful to facilitate a transformative learning process in a leadership development intervention in the Technical, Vocational Education and Training (TVET) sector?

As answer to the sub-research question, I presented an argument towards Gliszinski's (2008) curriculum model as useful to facilitate a transformative learning process in a leadership development intervention within the context of my study. The stages of my argument were presented as follows: First, I provided a definitional framework, in which to position my study. Second, I explored literature on transformative learning in practice relevant to an organisational setting. Third, I presented a case towards an existing transformative model (Gliszinski's transformative learning curriculum model), which could be applied in my facilitation practice. Facilitation strategies for each of the quadrants in the proposed implementation framework were provided. Fourth, advantages and challenges to facilitate transformative learning in practice were explored. This literature review concluded with an overview of methodologies applied in practice and methodological challenges identified. Findings from the review in terms of action research methodology suggest that action research has a natural affinity with transformative learning. Moreover, action research supports an epistemology of practice. The next chapter will explore literature on leadership and leadership development.

**CHAPTER FOUR
LITERATURE REVIEW ON LEADERSHIP DEVELOPMENT**

INTRODUCTION

DEFINING LEADERSHIP

LEADERSHIP THEORIES

DEFINITION: LEADERSHIP DEVELOPMENT

LEADERSHIP DEVELOPMENT

LEADERSHIP DEVELOPMENT FOR LEADERS IN CHALLENGING ORGANISATIONAL ENVIRONMENTS

LEADERSHIP DEVELOPMENT PROCESSES AND OUTCOMES

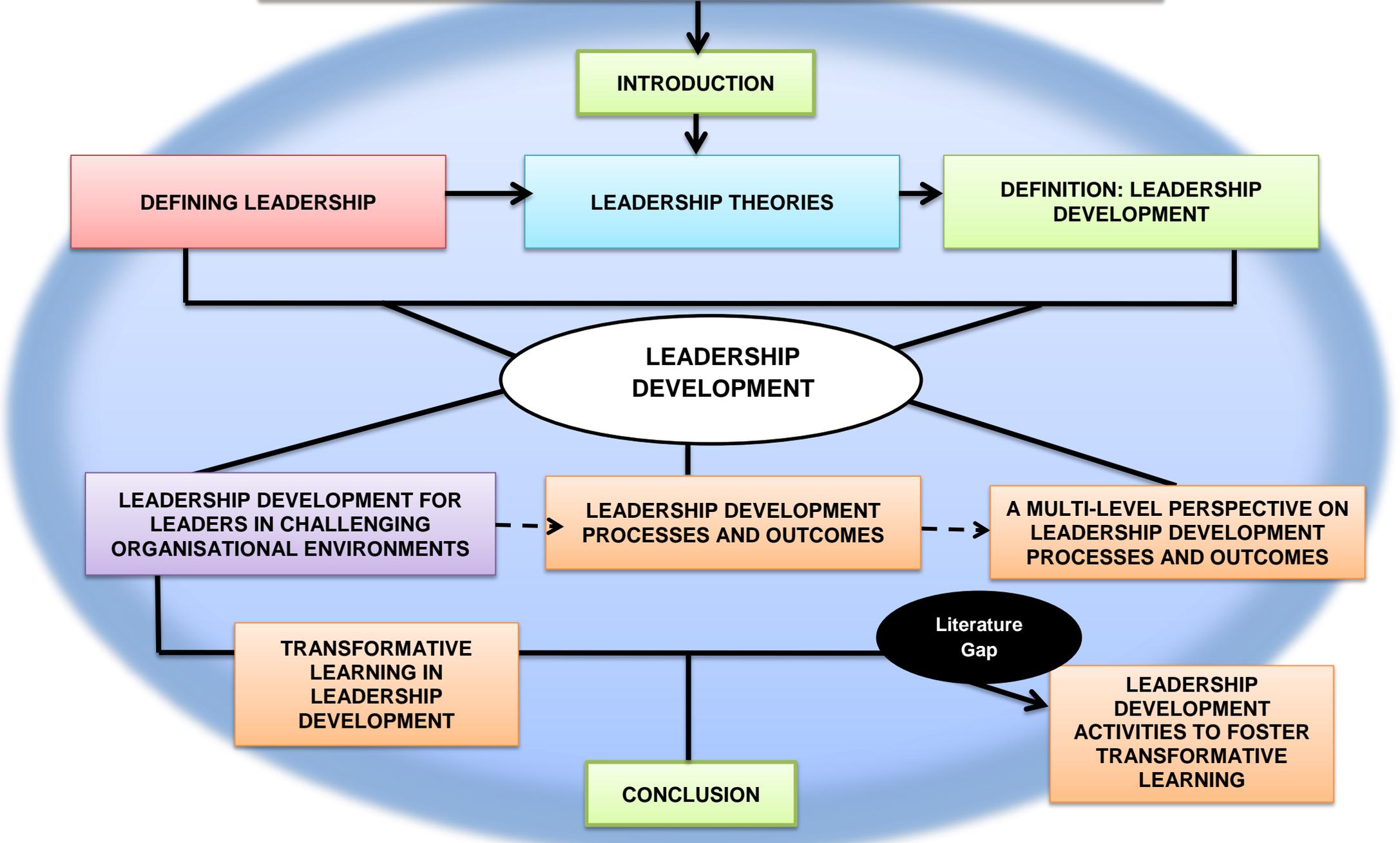
A MULTI-LEVEL PERSPECTIVE ON LEADERSHIP DEVELOPMENT PROCESSES AND OUTCOMES

TRANSFORMATIVE LEARNING IN LEADERSHIP DEVELOPMENT

CONCLUSION

Literature Gap

LEADERSHIP DEVELOPMENT ACTIVITIES TO FOSTER TRANSFORMATIVE LEARNING



CHAPTER 4: LITERATURE REVIEW ON LEADERSHIP DEVELOPMENT

4.1 INTRODUCTION

The previous chapter provided a defence towards an existing transformative model to structure a transformative learning process in the TVET sector. This chapter presents a literature review on leadership development. Leadership development has become an increasingly critical and strategic imperative for leaders in the changing, challenging and organisational environment (Avolio, 2010). There is an implicit assumption that leaders are important, make a difference and that positive group and organisational effects are produced by leaders and the leadership process (Avolio, 2010; Conger & Riggio, 2007; Day, 2014; Day & Antonakis, 2016; Heifetz, Grashow & Linsky, 2009; Kegan & Lahey, 2009, 2016; Kotter & Rathgeber, 2016; Kouzes & Posner, 2016, 2017; Northouse, 2015; Yukl, 2013). However, leaders in organisations have to deal with many uncertain, turbulent and challenging external conditions. These external conditions include the global economy; organisational competitive situation; market position; technological trends and financial performance (Kotter & Rathgeber, 2016). In the midst of these external conditions, the leaders face diverse challenges. Empirical findings from a study done by the Centre for Creative Leadership, involving data gathered from 763 participants from seven different places in the world (China/Hong Kong, Egypt, India, Singapore, Spain, United Kingdom and United States) on leadership development programmes, suggested that these diverse challenges include guiding through constant change; developing managerial effectiveness; inspiring others; developing employees; leading a team and managing internal stakeholders and politics (Gentry, Eckert, Stawiski, & Zhao, 2016). Kegan and Lahey (2016) therefore proposed leadership development as a strategic objective to overcome these challenges and unlock the leadership potential within organisations.

To capacitate leaders for diverse organisational challenges, there is a growing recognition among scholars (Avolio, 2010; Day & Dragoni, 2015; Day, Fleenor, Atwater, Sturm & McKee, 2014; Kegan & Lahey, 2009) that leadership development could improve and develop leadership capacity (Day & Antonakis, 2016). Despite this view, a criticism of leadership development programmes is that they neglect to focus on developing capabilities in relation to the working context, where challenges and risk prevail (Ardichvili, Dag, & Manderscheid, 2016). Leadership development programmes are not producing the behaviours and understanding needed in the current complex organisational environment (Petrie, 2014; Rahaman, 2013). In addition, Gentry *et al.* (2016) argued that understanding of the challenges leaders face in the complex organisational environment would guide better design initiatives aimed at leadership development. Subsequently, in the light of the global context, changing demographics and contemporary challenges, there seems to be a need

for leadership development initiatives to support leaders in building insight into themselves, their strengths, weaknesses, values and motivations and how to deal with leadership challenges from the inside-out.

For the purpose of this study, I positioned myself within the interpretive discourse to leadership development (Mabey, 2013). The interpretive discourse to leadership development aligns with the transformative learning theory as fundamental to adult learning and development. In this study, this implies that the leadership development intervention would integrate activities that could support leaders to learn from their leadership experiences, within the context of the Technical Vocational Education and Training Sector. Recently, there has been a proliferation of research studies that propose transformative learning in leadership development practices (Bushell & Goto, 2011; Ciporen, 2010; Closs & Antonello, 2011; Gray, 2006, 2007; Harris, Lowery-Moore, & Farrow, 2008; Paulette, 2008). Transformative learning in leadership development provides leaders with the tools to empower leaders to respond effectively to turbulent times (Malik & Roberson, 2014). Leadership development initiatives that incorporate transformative learning principles demonstrate positive impact on executive performance (Ciporen, 2008). However, there seems to be limited literature exploring leadership development activities to promote transformative learning. This literature review, therefore, advances the argument towards the design of leadership development practices based on transformative learning. This literature review provides a conceptual framework to explore these leadership development practices in relation to each element of transformative learning, which is learning from experience; critical reflection; rational dialogue and action to develop leadership capacity.

The review provides a framework for practice, particularly in relation to facilitate transformative learning in leadership development. This literature review will provide a definition of leadership, through which key scholars' views on leadership and the difference between management and leadership is explored. Second, the literature on leadership theories as the foundational basis to leadership development will be provided. Third, a definition of leadership development is provided. Fourth, leadership development for leaders in challenging organisational environments is explored. A multi-level perspective on leadership development processes and outcomes is presented. An argument for transformative learning in leadership development is justified. Thereafter, the need for transformative learning in leadership development is motivated. I suggest that transformative learning could be valuable to capacitate leaders through learning from experience; critical reflection; dialogue and action. Finally, a gap in literature is addressed as leadership development activities to foster transformative learning in practice are provided.

4.2 LEADERSHIP THEORIES

Leadership theories have been the focus of theory building and empirical testing over the years (Drath *et al.* 2008). To develop leadership, the leadership development process should be rooted in leadership theory (Allen, 2006). Leadership theory is an essential element to consider, when planning leadership development interventions, and could even serve as a roadmap for leadership development initiatives. Furthermore, the theory of leadership provides those studying and practicing leadership with a specific guide or orientation; a set of universal principles that can be adapted to different situations, Hill (2006) explained. The aim of this section is to provide a broad overview of the different types of leadership theories as it influences how to interpret leadership behaviour and effectiveness.

Early leadership theories focus on leaders as possessors and sources of leadership (Drath *et al.* 2008). These theories build on the idea that the leader is the central focus. These theories are the great man theories (Carlton, 1869; Woods; 1913), trait theories (Bird, 1940; Jenkins, 1947, Stogdill, 1948; Zaccaro, 2007) and leader behaviour theories (Stogdill & Coons, 1957). The trait theory focused on the personal traits of successful leaders and emerged in the 1940's. In contrast, the Great Man theory is an individual-focused approach to leadership that suggests that great leaders were born and not developed (Galton, 1869). However, despite years of research on the theory, the approach failed to identify clear traits of effective leaders (Rosenbach & Sashkin, 2007). Researchers, who contributed to the theoretical development and identified a trait profile that makes a successful leader, are Bass (1990); Cox and Cooper (1989); Howell and Avolio (1992); Stogdill and Bass (1981), Zaccaro, Foti, and Kennedy (1991).

Behavioural theories attempt to uncover the behaviours, in which leaders engage, rather than what traits a leader possesses. Behavioural theories include Kurt Lewin's Leadership Style Theory, which includes the leadership continuum of either autocratic or democratic leadership styles. The situational and contingency theory emerged in the 1960s and 1970s. The contingency leadership theory does not recommend using the same leadership style in all situations, but recommends using the leadership style that best suits the situation (Jung & Avolio, 1999). In addition, transactional leadership is conceptualised as an exchange between the leader and follower through a set of requirements, rewards or conditions (Burns, 1978). Transformational leadership theory has been concerned with how leaders create visions in ways that transform followers (Bass, 1985; Burns, 1978; Heifetz, 1994; Rost, 1993). Transformational leaders encourage followers to create a personal and task-oriented connection that raises the level of motivation and morality so that both the leaders and follower can reach their fullest potential. Table 4-1 provides a tabular demonstration of the evolvement of the leadership theories over time on the following page.

TABLE 4-1: EVOLVEMENT OF LEADERSHIP THEORIES OVER THE DECADE (ADAPTED FROM MORTIMER, 2009:8)

LEADERSHIP THEORY	FOCUS
Great Man Theories	<ul style="list-style-type: none"> • Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. • The use of the term 'man' was intentional. • Until the latter part of the twentieth century, leadership was thought of as a concept that is primarily male, military and Western. • This led to the next school of Trait Theories.
Trait Theories	<ul style="list-style-type: none"> • The list of traits or qualities associated with leadership exists in abundance and continues to be produced. • Describe some positive or virtuous human attribute, from ambition to zest for life.
Behaviourist Theories	<ul style="list-style-type: none"> • These concentrate on what leaders actually do rather than on their qualities. • Different patterns of behaviour are observed and categorised as 'styles of leadership'. • This area has probably attracted the most attention from managers.
Situational Leadership	<ul style="list-style-type: none"> • This approach sees leadership as specific to the situation in which it is being exercised. • For example, while some situations may require an autocratic style, others may need a more participative approach. • It also proposes that there may be differences in required leadership styles at different levels in the same organisation.
Contingency Theory	<ul style="list-style-type: none"> • This is a refinement of the situational viewpoint. • Focuses on identifying the situational variables that best predict the most appropriate or effective leadership style. • Style must be appropriate to fit the particular circumstances.
Transactional Theory	<ul style="list-style-type: none"> • This approach emphasises the importance of the relationship between leader and followers. • Focus on the mutual benefits derived from a form of 'contract'. • The leader delivers such things as rewards or recognition. • In return the leader gets the commitment or loyalty of the followers.
Transformational Theory	<ul style="list-style-type: none"> • The central concept here is change. • Emphasise the role of leadership in envisioning and implementing transformation. • Focus on individual change and organisational performance.
Complexity Leadership Theory	<ul style="list-style-type: none"> • Suggest that complex systems are capable of solving problems creatively and are able to learn and adapt quickly.

Complexity leadership theory is a leadership paradigm that focuses on enabling the learning, creative and adaptive capacity within a context of knowledge-producing leadership. The theory emerged in response to the twenty-first century complex and competitive landscape, where leadership is a core factor in whether organisations meet the challenges facing organisations in a transitioning world (Child & McGrath, 2001). The complexity leadership theory focuses on identifying and exploring strategies and behaviours that foster organisational and subunit creativity, learning and adaptability, which requires them to face adaptive challenges. Moreover, complexity leadership theory is the study of both natural and social complex systems, in which order and coherence emerge as an outcome of the interaction of multiple entities, whether they are proteins, cells, individuals, organisations or societies (Uhl-Bien, Marion, & McKelvey, 2007). Other leadership theories that have emerged are the shared, distributed leadership theory that focuses on the shared responsibility of leadership amongst organisational members. The following section will explore a definition of leadership development relevant to this study.

4.3 DEFINING: LEADERSHIP

From a definition standpoint, numerous scholars such as Warren Bennis; James MacGregor Burns; Ronald Heifetz; John Kotter and Barry Posner, among others, have contributed to the theoretical development of the concept of leadership. These scholars have contributed to understanding and conceptualisation of leadership, which has many variations and different areas of emphasis. Leadership has been defined in terms of traits, behaviours, influences, interaction patterns, roles and occupation of a position. Other scholars' view leadership as an influence; some view leadership as change; leadership as service; leadership as a character and others view leadership as development. Examples of these definitions of leadership from some researchers in the field of leadership are provided below. However, critical interpretation of these leadership sources would bring to the conclusion that some of these sources are not recent; however, in defence, I present the foundational scholars' views on leadership, which I believe are relevant to this study.

The following definitions of leadership are herewith provided:

- Leadership is “the capacity to translate vision into reality. I define leadership as leaders inducing followers to act for certain goals that represent the values and motivations – the wants and needs, the aspirations and expectations – of both leaders and followers” (Bennis & Goldsmith, 1997:14).
- Leadership “over human beings is exercised, when a person with certain motives and purposes mobilise, in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage and satisfy the motives of followers” (Burns, 1978:18).

- Leadership is “individuals, who establish direction for a working group of individuals, who gain commitment from this group of members to this direction and who then motivate these members to achieve the directions’ outcomes” (Conger, 1992:18).
- Leadership is “a process of adaptive work, elevating followers by discussing and aligning value systems to face reality. Leadership is putting the finger on the real challenges that threaten our survival and changing the mind-set of followers” (Heifetz, 1994:348).
- Leadership is “a set of processes that creates organisations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles”. (Kotter, 2012:28).
- Leadership is “the art of mobilising others to want to struggle for shared aspirations” (Kouzes & Posner, 1995:30).
- Leaders are any people in the organisation actively involved in the process of producing direction, alignment, and commitment (McCauley & Van Velsor, 2004).
- Leadership is “a process, whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2007:3).
- Leadership is “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2006:8).

Most definitions of leadership reflect the assumption of leadership as a process of guiding and directing the behaviour of people in the working environment. Bennis (2003) argued that leadership, who know what they want, communicate those intentions, position themselves correctly, and empower their workforce. Hersey and Blanchard (1988) concurred and explained that leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Northouse (2004, 2015) accentuated the view of leadership as a process of influence of individuals towards the same goal. This view was shared by Palus and Drath (2001) as they explained that leadership is the process of meaning-making to making sense of what people are doing in a community of practice so that they will understand and be committed.

Although there are numerous definitions of leadership, most of these definitions are of the ontological assumption that leadership deals with three entities: leaders, followers, and common goals (Drath *et al.*, 2008). The theoretical development of the concept of leadership is expanded in such a manner that leadership is no longer simply described as an individual characteristic or difference, but rather is depicted in various models as dyadic, shared, relational, strategic, global, and a complex social dynamic (Avolio, 2007; Yukl, 2006, 2013). In addition, common to all definitions of leadership is the notion that leaders are individuals, who, by their vision and actions, facilitate the movement of a group of people toward a common or shared goal.

For the purpose of this study, I agree with Luthans and Avolio's (2003) view on leadership as defined by them as a process that draws from both positive psychological capacities (such as self-efficacy and resilience) and a highly developed organisational context, which results in both greater self-regulated positive behaviours on the part of the leaders and associates, fostering positive self-development. I concur with Luthans and Avolio (2003) that this view of leadership allows for having confidence to take on challenging tasks; make a positive contribution about succeeding in the leadership endeavours; persevering toward goals; and when beset by problems and adversity, sustaining and bouncing back (resiliency) in order to attain success. In support of this view, I position my study within the understanding of leadership as proposed by Kouzes and Posner (2002, 2007) that leadership practices encompass transforming values into actions, visions into realities, obstacles into innovations, and risks into rewards. Kouzes and Posner (2002, 2016, 2017) suggested that leadership creates the climate, in which people turn challenging opportunities into learning leadership. In the context of my study, this means that I believe leadership can be developed through the appropriate leadership development opportunities. I believe that transformative learning has the potential to enhance self-efficacy and resilience and recover (bounce back) from disturbing and challenging organisational leadership experiences.

Leadership literature provides a distinction between leadership and management. By contrasting the concept of leadership and management, and understanding their differences, better balance can be created between these and to improve these essential roles (Kotterman, 2006). Some scholars argued that although management and leadership overlap in the organisational context, the two activities are not synonymous (Bass, 2010). While leaders and managers share similarities as they both influence others by using specific powers to achieve organisational goals, there are prominent differences (Northouse, 2007, 2015). Based on the scholarly input, the main difference between leaders and managers is that leadership is a skill of influencing others, while management is a quality of getting things done from others. The main differences between leaders and managers are tabulated in Table 4-2 on the following page:

TABLE 4-2: COMPARISON OF MANAGEMENT AND LEADERSHIP PROCESSES IN THE WORKPLACE (ADAPTED FROM KOTTERMAN, 2006:15)

PROCESS	MANAGEMENT	LEADERSHIP
Vision Establishment	<ul style="list-style-type: none"> Plans and budgets Develops process steps and sets timelines Displays impersonal attitude about the vision and goals 	<ul style="list-style-type: none"> Sets direction and develops the vision Develops strategic plans and achieves the vision Displays very passionate attitude about the vision and goals
Human Development and Networking	<ul style="list-style-type: none"> Organises and staffs Maintains structure Delegate responsibility Delegates authority Implements the vision Establishes policy and procedures to implement vision Displays low emotion Limits employee choices 	<ul style="list-style-type: none"> Aligns organisation Communicates the vision, mission, and direction Influences creation of coalitions, teams, and partnerships that understand and accept the vision Displays driven, high emotion Increases choices
Vision Execution	<ul style="list-style-type: none"> Controls processes Identifies problems Solves problems Monitors results Takes low-risk approach to problem solving 	<ul style="list-style-type: none"> Motivates and inspires Energises employees to overcome barriers to change Satisfies basic human needs Takes high risk approach to problem-solving
Vision Outcome	<ul style="list-style-type: none"> Manages vision, order and predictability Provides expected results consistently to leadership and other stakeholders 	<ul style="list-style-type: none"> Promotes useful and dramatic changes, such as new products or approaches to improving labour relations

Kotter (1990, 2013) argued that management is a process that aims to control the organisations' formal functions and produces order and consistency, while leadership creates change. In addition, managers are people, to whom this management task is assigned. Moreover, managers achieve the desired goals through the key functions of planning and budgeting, organising and staffing, problem solving and controlling. Management controls complexity, reduces uncertainty and stabilises organisations. On the other hand, leaders set a direction, align people, motivate and inspire. Leadership creates uncertainty and useful change (Kotter, 2013; Kotter & Rathgeber, 2016). Furthermore, Senge (1990) proposed a difference in management by accentuating that leadership leads the learning organisation and should make the right decisions rather than making them for them.

I acknowledge such distinctions between management and leadership as these two concepts and processes have strong incompatible elements. The distinction is relevant in the context of this study and will be taken into account, when selecting the target group to participate in this study. Kotter (2013) highlighted that even though good management is required in order to help organisations meet current commitments; it is the leadership that is required in order to move the organisation in the future. Therefore, leadership is a critical success factor in any organisational context. The next section will explore leadership theories to provide a better understanding of the dynamics and approaches to leadership.

4.4 DEFINITION: LEADERSHIP DEVELOPMENT

The need to develop leadership capability and capacity is widely recognised (Ardichvili *et al.*, 2016; Avolio, 2010; Day & Dragoni, 2015; Day, Fleenor, Atwater, Sturm & McKee, 2014; Kegan & Lahey, 2009, 2016). Comprehensive overviews of leadership development and practices have been provided by Day (2014); Day and Antonakis (2016); Kegan and Lahey (2015) and Mabey (2013), among others. The essence of leadership development, according to Avolio and Gardner (2005), is how the individual in a learning organisation enhances awareness of the self and personal development, embedded in experience. In addition, leadership development is an intentional effort to provide leaders and emerging leaders with opportunities to learn, grow and change (Avolio, Walumba, & Weber, 2009). Subsequently, leadership development is a process that enhances organisational capacity; connotes a socio-cognitive evolution in that individuals and the collective are better able to adapt to changes in situations, demands and circumstances (Kegan & Lahey, 2009). Leadership development is thus an active, intentional forward-looking process that seeks to enhance the collective capacity of organisations through human-centred goal inspired relationships (Olivares, 2008).

Day (2001) provided a distinction between leader and leadership development. Day suggested that leader development focuses on the individual and seeks to build interpersonal competence, and the associated knowledge, skills; abilities and other characteristics, that is, human capital. Leader development focuses on the individual, and seeks to enhance and build intrapersonal skills and competence (human capital), whereas leadership development focuses on building interpersonal competence to enhance social capital. Subsequently, the focus is still the individual, but it is more about how the individual enhances self-awareness and regulates and focuses energies for self-development to enhance relationships and organisational capacity (Avolio & Gardner, 2005).

Leadership development can be defined as:

“...a type of human development, which takes place over time; it is incremental in nature, it is accretive; and is the result of complex reciprocal interactions between the leader, others and the social environment. Hence, effective leadership development realises that leaders develop and function within a social context; and, although individual-based leader development is integrated and understood in the context of others, social systems and organisational strategies, missions and goals” (Olivares *et. al.* 2007:79)

This developmental process is a systematic process that begins with an assessment of organisational needs, leadership capabilities and developmental gaps (Mumford, Scott, Gaddis, & Strange, 2002). Hart, Conklin and Allen (2008) concurred as they defined leadership development as a process of expanding an organisation’s capacity to generate leadership potential within the organisation to achieve organisational goals.

The aims of leadership development processes are to increase ownership of organisational goals and objectives throughout the organisation; create an open, problem-solving climate; create opportunities and conditions for searching for solutions to problems; and create a conscious awareness of organisational, group and interpersonal progress and its consequences for performance. These leadership development processes could assist in creating a paradigm shift from competition to collaboration between interdependent individuals and groups within the organisation towards working for the collective goal of the organisation.

Leadership development processes should focus on the conscious development of leaders’ and followers’ styles within the context of the learning organisation through structured programmes and learning experiences (Meyer & Botha, 2002). Thus, leadership development expands that capacity of individuals to perform in leadership roles within organisations (Avolio, 2005). Leadership development training activities should develop social consciousness and lifelong learning, added Wielkiewich, Prom, and Loos (2005). Building leadership capacity within a learning organisation should also include key activities such as selecting individuals, who have special competencies in leading the organisation; aligning the vision with activities to achieve the goals; ensuring that the leader inspires others to work towards the goals and objectives (inspirational, empowering); striving to solve problems and overcome challenges that may be faced (problem-solver), Risher and Stopper (2002) explained. Furthermore, leadership development can be thought of as an integration strategy that helps people understand how they relate to others, coordinating their efforts, building commitments and developing social networks by applying self-understanding to social and organisational imperatives (Day, 2001, 2014). The following section will explore a leadership development model in support of a systems approach to leadership.

4.5 LEADERSHIP DEVELOPMENT FOR LEADERS IN CHALLENGING ORGANISATIONAL ENVIRONMENTS

Day (2014) proposed a multi-level summary of leadership development processes and outcomes relevant to whole-systems leadership development. On an individual level, such leadership development processes and outcomes focus on individual capabilities; individual experience/interventions and practice, and individual outcomes. On a collective level, the leadership development processes and outcomes focus on collective capabilities; collective experience/interventions; intensive interpersonal interactions and collective outcomes.

The kind of leadership development that is required for the whole-systems approach is radically different from the traditional approach, where the emphasis is on development activities that are focused on an individual or group of individuals, participating and operating as independent agents (Bennington & Hartley, 2009). Most approaches to leadership development focus on the individual through personal competency models (Bolden & Gosling, 2006). Mainstream leadership development consists of a diverse range of practices, which have been debated and implemented (Bass *et al.* 2003; Day, 2001). Day's (2001) six leadership development practices (360-degree appraisal, coaching, mentoring, networks, job assignments and action learning) are highly relevant to work-based learning. In addition, Bolden and Gosling (2006) provided an overview of categories of leadership development, which includes leadership courses; facilitated workshops; coaching, counselling and mentoring; reflective writing and personal journals; action learning; role play and simulations; leadership exchange schemes; 360 degree feedback; and e-learning.

Traditional leadership development programmes obscure the complexities of the organisation's external and internal environment. These leadership programmes diminish the input and feedback loops necessary for organisations to adapt (Parks, 2005). Factors that influenced the need to develop leadership to incorporate workplace experiences are global competition; the changing workplace; multicultural organisation, different learning styles of organisational members, the growing recognition that answers do not reside in one person, and the lack of leadership learning activities in classrooms that do not ensure transferability to the workplace (Rahaman, 2013). Kegan and Lahey (2009) believed that challenges can only be met by transforming the leaders' mind-set, therefore leadership development needs to focus on constructing experiences more generally, including one's thinking, feeling and social-relating. The following section will provide scholarly views on leadership development processes and outcomes.

4.5.1 Leadership development processes and outcomes

In recent years, there has been a call for a paradigm shift from the traditional views of leadership to more of a systems approach to leadership. A systems approach to leadership has emerged that acknowledges the leader within the organisational system. This view of leadership is known as the systems approach to leadership. Such view of leadership proposes that leadership is an activity or behaviour that can arise anywhere in the organisational system (thus acknowledging potential leaders from not necessarily a top-down direction, but from all directions in the organisation). Moreover, leadership is exercised not only by individuals with special leadership traits or in leadership positions, but collectively by groups and or by individuals informed by the collective. This type of leadership requires recognising and influencing patterns that are present in human systems at all levels; willingness to embrace uncertainty, listen to all voices and take adaptive action.

The systems approach to leadership was supported, for example, by Wielkiewich, Prom, and Loos (2005). In a quantitative study with 360 participants, Wielkiewicz, Prom, and Loos (2005) conducted a survey instrument of two 14-item scales. The purpose of the study was to determine, if participants were more closely affiliated with hierarchical or systems thinking of leadership. The Leadership Attitudes and Beliefs Scale was used to study the variance of participants' beliefs about leadership typology. One survey instrument measured the hierarchical beliefs and the other survey instrument measured systemic leadership principles. Relationships of the Leadership Attitudes and Beliefs Scale with student types, student habits and lifelong learning were measured. Subsequently, the findings of the study were that a systematic approach to leadership related to social activism and a desire for lifelong learning. The results suggested that the systematically thinking participants' approach to leadership was conducive to critical thinking and complex academic subjects; and those participants tend to be more liberal in their political views. Komives *et al.* (2007) agreed that a systemic approach to leadership seems to be a more appropriate method for realising the meaningful social change in the organisational context.

The systems approach to leadership has implications for leadership development and proposes developing leadership in the organisational context. The intervention points for leadership development acknowledge the individual as part of the organisation and therefore focus on the individual relational capacity building of the leadership in context. The leader is acknowledged within the context of the organisation. Leadership creates conditions that are conducive to groups moving forward – which often means disrupting the habitual patterns of engagement so that groups, communities or organisations can set conditions for a preferred future. Table 4-3 on the following page is an example of the leadership-learning matrix based on the systems approach to developing leadership in organisational context.

TABLE 4-3: LEADERSHIP LEARNING MATRIX (ADAPTED FROM SCHARMER, 2009:3)

	Intervention Points	Types of knowledge		
		Technical knowledge (technical skills)	Relational (stakeholder coalition building)	Transformational Self-Knowledge (Identity, Will)
Systems approach to leadership development	Whole system (multiple issues, collective level)	System-wide technical skills building/training	System-wide relational capacity building/training (multiple-stakeholder dialogue)	System-wide transformational capacity building (multi-stakeholder innovation)
	Institution (single issue)	Institutional technical skill building/training	Institutional relational skills building/training (multi-stakeholder dialogue)	Institutional transformational capacity building (multi-stakeholder innovation)
	Individual in the organisational context	Individual technical skills building/training	Individual relational capacity building/training (multi-stakeholder dialogue)	Individual transformational capacity building (multi-stakeholder innovation)

The leadership development matrix has two sets of distinctions such as types of knowledge and intervention points. The types of knowledge are technical, relational and self-knowledge. The intervention points can occur at the individual, the institutional or the whole systems level. Scharmer (2009, 2011) argued that an approach to leadership capacity building is needed that begins with an assessment of the challenges, needs and creative potential in the existing leadership system, and a delivery that engages a focus on the individual in its real context (system) in a way that is personally or collectively transformative.

The purpose of the more integrative systems approach to leadership development is to enable adaptability, learning and innovation so that groups make progress on the issues they care about – even in unpredictable and changing conditions (McCallum & O’Connell, 2008).

In addition, characteristics of whole-systems leadership that enable whole-system leaders to generate appropriate and effective responses to challenging experiences include:

- Deep listening and rational dialogue: Conversations have the power to transform our understanding and generate innovative options for action. A key component of successful conversations is rational dialogue, which means listening to learn and temporarily suspending judgment;
- Awareness of systems: Whole-systems leadership understands communities, organisations and groups as adaptive, changing systems. An awareness of the system can provide a fuller perspective of the situation, which expands and refines the options for action;
- Awareness of the self: Developing self-awareness is the necessary beginning to developing skillful ways to respond to situations;
- Seeking diverse perspectives: A whole-systems approach thrives on the respective inclusion of all voices. From this viewpoint, conflicting opinions do not present a problem; rather, they present a potential resource that can sharpen thinking and lead to innovative options for action;
- Suspending certainty, embracing uncertainty: Suspending certainty enables the leaders to see beyond habitual lenses to get a broader and potentially more accurate view of the current situation. It also creates room for diverse views so that new or different knowledge can come forth; and
- Taking adaptive action: Adaptive action means learning from everything you do. It means taking the time to recognise patterns and reflect on their meaning. It balances an inclusive, listening approach with a bias towards action (Alban-Metcalfe & Alimo Metcalfe, 2009).

The integrative view to leadership development resulted from the approach to sustainable leadership and organisation development designed to overcome problems inherent in reductionist approaches to work at a whole-system level to tackle complex problems that confront organisational leaders today.

The systems approach to leadership is built on the framework consisting of a strategy of whole-system development to optimise all forms of an organisational entity (individuals, teams, business units and whole organisations) for sustained high performance. Moreover, the systems approach to leadership includes an “in context” method of systematic inquiry; critical reflection and strategic action to move quickly and effectively toward local optimisation. Such approach is based on foundational assumptions, systems methods and models, which link individual cognition to organisational performance. Therefore, the focus is not the individual leader, but the leader in context and with others. The intervention to advance the systems approach to leadership development can be focused on either the whole system; the institution or the individual in the organisational context.

4.5.2 A Multi-level perspective on leadership development processes and outcomes

Multiple discourses and diverse practices have been explored to develop leaders to deal with leadership challenges (Mabey, 2013). The discourse approach to leadership development has distinguished between four distinct research perspectives. These four distinct research perspectives on leadership development include the normative or functionalist, the interpretive, the dialogic and the critical discourse approach to leadership development. Each discourse approach to leadership development has implications for the designing and delivering of leadership development initiatives. The interpretive discourse approach to leadership development supports leaders in building insight into themselves through their 'lived' leadership experiences. The interpretive discourse on leadership development implies that the significance of leadership development activities will arise from sense-making accounts of those affected, often retrospectively. The interpretive discourse to leadership development implies incorporating developmental activities, which equip leaders to re-engage with their problems with psychological resilience (Mabey, 2013). Leaders develop through experience, especially challenging experiences (Day & Antonakis, 2016). However, empirically-based knowledge about how leaders learn from their workplace experiences through sense-making accounts is quite limited (Yukl, 2010, 2012).

In support of the interpretive discourse on leadership development, Day and Dragoni (2015) suggested a multi-level perspective on leadership development processes and outcomes. A multi-level perspective on leadership development emphasises learning from experience. The emphasis is on learning from experience, not merely providing experiences in the leadership development intervention. The multi-level perspective on leadership is based on the assumption that experience is everything and anything; the key is to learn as much as possible from experience. Challenges are therefore viewed as a developmental learning opportunity (Kegan & Lahey, 2016). A multi-level perspective on leadership development processes and outcomes is presented in Figure 4-1 on the following page.

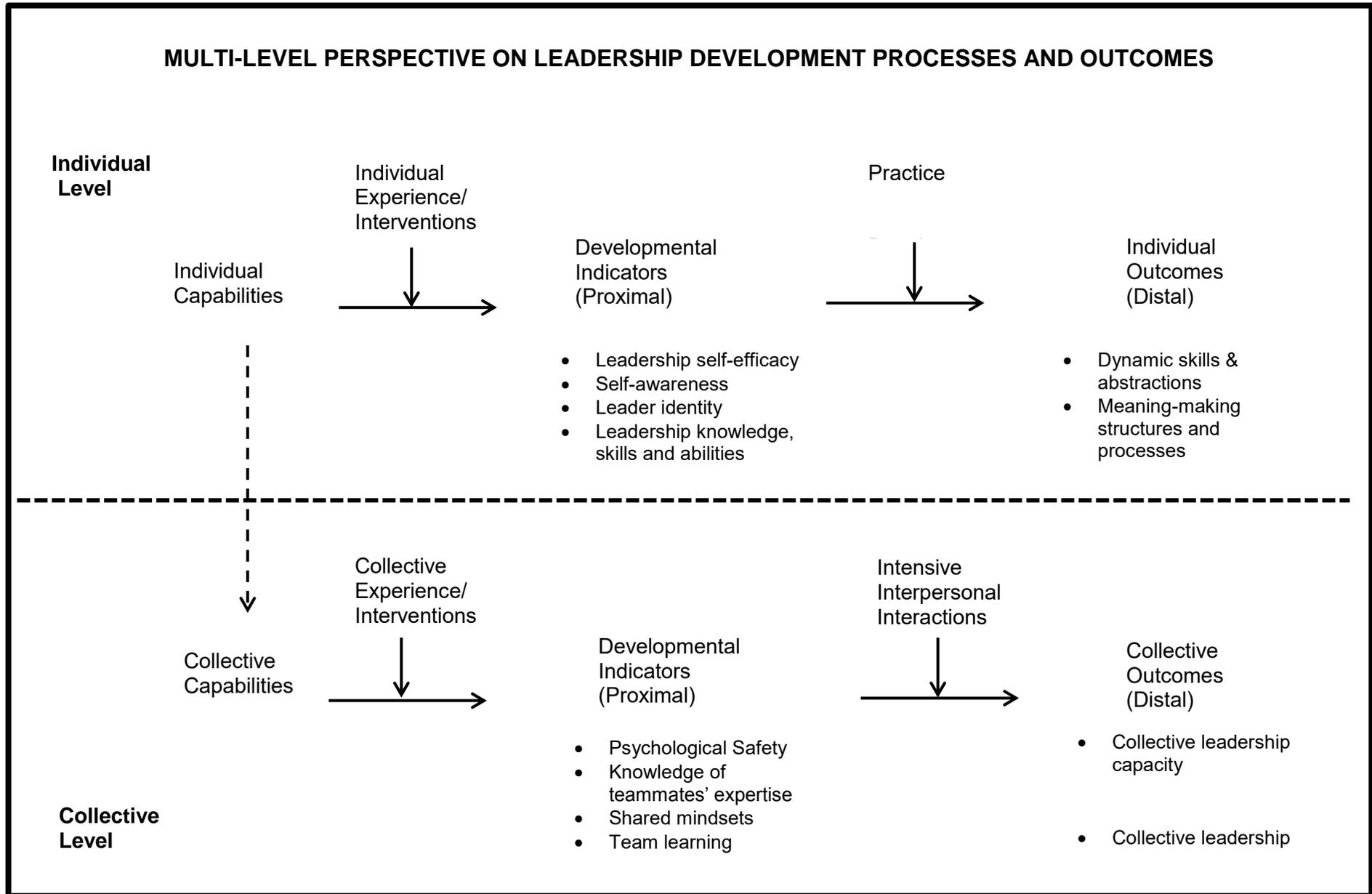


FIGURE 4-1: A MULTI-LEVEL PERSPECTIVE OF LEADERSHIP DEVELOPMENT PROCESSES AND OUTCOMES (ADAPTED FROM DAY, 2014:13)

A multi-level perspective on leadership development processes and outcomes, as illustrated in Figure 4-1 on the previous page, suggests developing leaders on an individual or collective level. Development is continuous and ongoing, not programmatic and episodic. Leadership effectiveness is not the ultimate outcome. The emphasis is on learning from experience, and not just providing experiences (Day, 2014). The multi-level perspective on leadership development processes and outcomes proposes, on the one hand, leadership development activities focused on building individual leader capacity and is focused on the individual level. The interventions are aimed at individual experiences. Developmental indicators include leadership self-efficacy; self-awareness; leader identity and leader knowledge, skills and abilities. The leadership development intervention focuses on practice. Individual outcomes include dynamic skills, abstractions, meaning-making structures and processes.

On the other hand, the multi-level perspective on leadership development processes and outcomes proposes the focus on collective level. The focus on collective level includes activities aimed at building leadership capacity in terms of collective capabilities. The focus of the intervention is on collective experiences. Developmental indicators include psychological safety; knowledge of teammates' expertise; shared mind-sets and team learning. The leadership development intervention activities are aimed at building intensive interpersonal interactions. The outcome includes collective outcomes and is aimed at building leadership capacity at the collective level (Day & Dragoni, 2015).

Transformative learning seems to be relevant to complement a multi-level perspective on leadership development processes, to support learning from experience. The focus of integrating transformative learning in leadership development processes can be on either the individual or the collective level, depending on the leadership development purpose. The relevance and need for transformative learning in leadership development to develop leadership on individual or collective level will be explained hereafter.

4.6 THE NEED FOR TRANSFORMATIVE LEARNING IN LEADERSHIP DEVELOPMENT

Transformative learning is at the centre stage of adult learning and development. Research studies propose transformative learning in leadership development practices (Bushell & Goto, 2011; Ciporen, 2010; Closs & Antonello, 2011; Gray, 2006, 2007; Harris, Lowery-Moore, & Farrow, 2008; Paulette, 2008). Transformative learning in leadership development provides leaders with the tools to empower leaders to respond effectively to turbulent times (Malik & Roberson, 2014). Transformative learning theory applies to individual development and organisational development. The elements of transformative learning integrated into leadership development interventions could add value to the leadership practices of leaders in the South African complex TVET sector. Learning is a process of adaptation, resulting in a lasting and adapting change within a system's internal organisation undertaken in order to improve functioning (Piaget, 1974). Subsequently, integrating transformative learning in leadership development practices could encourage learning about oneself as a leader; learning about the organisation; learning about the environment and organisational networks; learning about the leadership function and learning about the nature and management of relationships (Cope, 2005).

Fundamental leadership competencies, which could be developed through transformative learning processes integrated into leadership development, are self-awareness, learning agility, influence and communication. Transformative learning, incorporated in leadership development experiences, could allow the leaders to examine their own functioning, to be self-examiners, to reflect on the soundness of their decisions and actions, make meaning of actions and guide future actions (Mezirow, 1991). In addition, Olivares (2008) explained that since actions are tied to goals, and goals are socially embedded, reflexivity allows one to see how the meaning of actions, if found in relation to others and to a broader purpose. Thus, reflection allows for leadership development by building the connection between social structures and sense-making frameworks. Transformative learning incorporates the understanding of new habits and changes in the perspectives that foster learning (Mezirow, 1990). In the following section, the first element of transformative learning in relation to leadership development will be explored.

4.6.1 Centrality of experience in leadership development practices

Organisations in the twentieth century require leaders, who foster knowledge development; adaptability and innovation through creativity and learning. Leaders differ from one another in their ability to understand and deal with the complexity of the organisational environment; to adapt effectively to the environment; learn from experience; engage in various forms of reasoning and overcome obstacles. Moreover, the leaders' interpretation of and leadership lessons learned from these experiences will be internalised differently (Uhl-Bein, Marion, & McKelvey, 2007). Leaders,

therefore, need opportunities to interpret their work from a learning stance, which requires that the leader looks backward and inward, reflecting on the relevance of past experiences, look outward in order to interact with and learn about the wider environment.

There is a need for leaders to engage in learning activities to recognise fully the opportunity that confronts them to learn from these experiences (Cope, 2005). Learning can take place, where the individual learns about, and learns how to apply and develop metaphors that constitute a form of epistemic conditions and awareness. This, in turn, simultaneously develops the competency of the leaders as well as their knowledge base (Kuhn, Woog, & Salner, 2013). Leadership experiences are more than events and involve the perception of the events. Leaders actively shape and construct their experiences by selectively attending to particular situations. These perceptual sets are affected by feelings, needs, prior experience and expectations. The organisational working environment requires leaders to engage and mobilise colleagues to act on new ideas and challenge conventional thinking. The capacity to reflect relates directly to how effectively individuals can learn from their personal experiences (Boud *et al.*, 1985).

Organisational challenges can serve as trigger events in leadership development, planned or unplanned, that may change leaders' self-construct. These trigger events could be a transformative experience, through which an individual comes to a new or altered sense of identity (Mezirow, 2000). Trigger events are defined as a state of disequilibrium, also referred to as tipping points of discontinuity, where emergence or discovery occurs. Moreover, in the organisational setting, the tipping point may induce a change in the leader or others' behaviour and appear as a dramatic emergent phenomenon (Avolio, 2005). Such point of disequilibrium in the organisational setting could be leadership challenges. Leadership is not so much about influencing people to follow the leaders' vision, but is concerned with "mobilising people to tackle tough problems" (Heifetz, 1994:15). These tough problems or adaptive challenges are vehicles for learning.

In accordance with such model of leadership development, Palus and Drath (2001) argued in favour of the meaning-making view of leadership; which assumes that people are active; always doing something and need no motivation, but frameworks to make sense of their actions. The meaning-making view of leadership development suggests focusing on three levels or principles of leadership, which includes personal dominance, interpersonal influence and relational dialogue. Four suggestions to develop these principles are to:

- Cultivate the sense-making processes;
- Explore narrative modes of understanding;
- Develop the capacity for dialogue; and
- Increase personal responsibility for leadership (p.155-165).

For a constructivist, knowledge is context-bound. Leaders make meaning of their experiences through their internal construction of reality (Swanson & Holton, 2001). An increase in one's leadership capacity is a product of expansion of one's frame of reference or perspective, on the self and the surrounding environment, and involves drawing meaning to one's learning experiences and undergoing an evolution in how one makes sense of experiences (Van Velsor & Drath, 2004). Moreover, it is through experiences that leaders are developed, Van Velsor and McCauley (2004) argued. Olivares (2011) concurred and supported the notion of integrating experiential momentum personal events for meaning-making towards formative capacity building in leadership development.

Central to better understanding leadership development is to explore the nature of experiences that facilitate such leadership development. It is suggested that these experiences motivate people to focus their attention and efforts on learning, growth and change. Transformative learning promotes pedagogy of learning from experience that deepens understanding of these lived experiences (Mezirow, 2000). Therefore, leadership development should incorporate these leadership experiences as it is valuable to learn from these experiences. The following section will explore the relevance of critical reflection in leadership development practices.

4.6.2 Critical reflection in leadership development practices

The Centre for Creative Leadership has long been a leader in thought and practice on leadership development. Much of its leadership development work focuses on enhancing self-awareness through reflection, as a route to building leadership capacity. Leadership is the foundational driver in creating an organisational environment that is supportive of learning in the midst of change. Reflecting on their perceptions and experiences could help leaders to deal with change, but also act as agents of change (Smith, 2011). In addition, reflection is the driving force that leads to organisational learning. Therefore, reflection is imperative in leadership learning as it triggers explication of tacit knowledge, challenges the leaders' understanding and interpretation of experience (Knipfer, Kump, Wessel, & Cress, 2012).

Critical reflection on leadership experiences is the process, where leaders become critically aware of how and why their assumptions have come to constrain the way they perceive, understand and feel about the organisational environment. Reflection is likely to stimulate questioning of existing assumptions, fostering innovative solutions to problems (West, Garrod, & Carletta, 1997). However, leaders may avoid reflecting on a course of action as such reflection might challenge their favourable perceptions of themselves. Without reflection, leaders may be convinced by past successes of their invincibility and fail to consider other viewpoints with possibly disastrous consequences (Densten & Gray, 2001). Reflective processes encourage multiple perspectives to be generated that challenge leaders to excel in complex and uncertain environments.

The capacity to reflect relates directly to how effectively individuals can learn from their personal experiences (Boud *et al.*, 2013) and, therefore, reflection provides a meaningful way for leaders to gain understanding. Reflection has an important part of leadership development as it can provide leaders with a variety of insights on how to frame problems differently, look at situations from multiple perspectives or better understand followers. Furthermore, reflection could guide leaders towards an understanding of how they perceive and interpret their observations about the organisational setting (Densten & Gray, 2001). Organisational environments can either inhibit or enable the leaders' ability to be creative, responsive and open to different ways of thinking as they question ways of being and acting in the world (Ritz, 2014). Therefore, reflection could guide leaders to make meaning of and acquire new perspectives to gain a better understanding of challenging organisational experiences. The following section will explore rational dialogue as relevant to leadership development practices.

4.6.3 Rational Dialogue in leadership development practices

Dialogue facilitates the construction of understanding, through which leadership can expand their knowledge base from the social interaction within organisational systems (Uhl-Bien *et al.*, 2007). Engaging colleagues in critical conversations allows learners to examine different views from their own. Dialogue does more than simply provide language to think of project plans, costs, resources, outputs, and so on; it allows for collective discussion about organisational shared value systems; priorities and principles (Isopahkala-Bouret, 2008). Moreover, dialogue fosters sharing of individual experience and promotes joint-sense-making on shared work experience. Dialogue is therefore valuable to construct meaning in group relations.

Social learning in the organisational learning environment is encouraged. Constructivists encourage social learning, where the group learns from an active community of members (Revans, 1982). Bringing leaders together, who experience leadership challenges from diverse perspectives, the experiences are exchanged to influence existing ways of seeing the world. Individuals and group diversity build multi-level perspectives to acquire knowledge and learning (Richman-Hirsch, 2001). Therefore, being creative and innovative depends on developing alternative perspectives within the social group. Learning in the situation is not isolated from the organisational community because the organisational community can shape the learning of the individual (Boud *et al.*, 2013).

Rational dialogue has many advantages in leadership learning and development processes. The culmination of leadership reflection outcomes allows for the integration of individual leader and team learning into organisational best practice (Knipfer *et al.*, 2012). Reflective discourse provides learners with opportunities to discuss work-related problems, explore different ways of thinking about these problems, and practise problem-solving (Carter, 1990). Moreover, reflective discourse supports leaders in exploring, assessing and justifying decisions in the light of a range of options.

Reflective discourse could open up questions, alternatives and options to be scrutinised in the light of leaders' understanding of leadership experiences (O'Donnell, 2007). In addition, reflective discourse about the organisational drivers could create opportunities for new attitudes and values to emerge; facilitate discussion among divergent leadership groups; challenge beliefs, assumptions and values.

Collaborative reflection both acts as a catalyst for individual reflection and enables sharing of knowledge and construction of new knowledge on a group level. Cope (2005) highlighted that such sharing of knowledge and construction of new knowledge on a group level, contributing to the diversity of perspectives on leadership issues, could facilitate learning within the following key areas:

- Learning about oneself as a leader: Reflective dialogue in leadership development include analyses of strengths and weaknesses; discussion of the changing roles in the organisation; personal and family needs and objectives; areas for personal development; personal interests and motivations;
- Learning about the organisation: A reflective dialogue about strengths and weaknesses, opportunities and threats, internal organisational needs; requirements for growth; areas for development, understanding and facilitating one's staff; future direction;
- Learning about the environment and organisational networks: Reflective dialogue about how to manage relationships with existing and potential customers, suppliers and competitors. It is also about appreciating and maximising the relationship with advisory agencies and support services;
- Learning about the leadership function: Reflective dialogue about how to lead the organisation effectively; about key elements of leadership such as organising; delegating; control and important procedures and systems such as recruiting, salary, reward structures and financial monitoring; and
- Learning about the nature and management of relationships: A reflective dialogue about both internal and external relationships.

In addition, reflective dialogue in a group could facilitate the leaders to consider alternative options and ideas; seek opportunities to move the change forward and encourage leaders to act on options. Boyer, Maher, and Kirkman (2006) agreed that extensive, elaborative, deep discussion in a group could represent an attempt to validate the need for change in preconceived leadership ideas, beliefs or assumptions. Subsequently, communicative learning and critical dialectical discourse is therefore important to illicit productive reasoning, dialogue, feedback, sharing, and should be included as an intentional part of the leadership development strategy. The relevance of action in leadership development practices will be explored in the following section.

4.6.4 Action in leadership development practices

Leadership development programmes in large organisations are reported as increasingly using approaches such as coaching, work-based learning, problem-based learning and action-oriented learning (Coghlan, 2011). Learning through action is being used increasingly as a primary method for building leadership skills and improving leadership behaviour. Change and learning include action, and not simply thinking about it (Mezirow, 2000). Action produces results and is therefore imperative in leadership development practices. The relationship between interpretive meaning schemes and action is reciprocal. In addition, action manifests thought and influence by embodying new thinking, new possibilities and new relationships in workplace learning settings (Weber, 2012). Action brings structures (forms and organisational processes) into existence as well as subsequently shaping structure. Moreover, action learning includes inquiry, reflection on assumptions and organisational context (Revans, 2011). Action learning through praxis is a process that promotes learning about current situations that allow leaders to tackle real work challenges.

Learning through action suggests that the most difficult leadership challenges and problems can be addressed through reflecting and acting on leadership experiences and learning. Learning through action is an approach to solving real-world problems that involve taking action and reflecting upon the results, which helps improve the problem-solving process, as well as the solutions developed by the team. After reflecting and acting upon the results, in Mezirow's view (1997), actions and behaviours will be changed, based on the revised interpretation or the changed perspective. Consequently, the revised interpretation could guide decision-making or action, thus as a result, meaning-making becomes learning.

In leadership development settings, leaders are encouraged to collectively articulate leadership challenges and the reasons for these leadership challenges, and creating an action plan to address these challenges. The collective action could provide an opportunity to build sustainable networks of communicative actions and supportive partnerships. A transformative perspective on action assumes that the leaders anticipate and plan to overcome constraining situational factors, to deal with emotional resistance to take action or find relevant information needed to act. Moreover, a transformative perspective on action could assist the leader to:

- Develop action plans based on transformed insights on problems or challenges of managing and organising;
- Reflect and act on individual perceptions of the leadership challenge; help to clarify them and render them more manageable; also to create and explore options and alternatives for action;
- Take action in the light of new insights gained from questioning and discussing the leadership problem;

- Support and challenge each other to act and learn differently in reflective groups;
- Reflect on and learn from the experiences of taking action by bringing back accounts of the action and its effects. Learning is first about the problem or opportunity being tackled; second, it is about personal awareness – learning about oneself – and third, it is the actual process of learning itself; and
- Acquire the skills of action and learning and become aware of group processes and what makes effective teamwork.

Action based on a transformed perspective, therefore, takes precedence over preconceived beliefs as the emphasis is on action or practice to tackle organisational challenges.

Action learning can include a critical inquiry approach that identifies organisational practices and deconstructs individual and organisational assumptions, norms and expectations so that alternative perspectives can be explored to foster workplace transformation. The focus is on solving problems, while simultaneously developing the individual and the organisation through insight into the individual's own perspectives and assumptions (Rahaman, 2013). Furthermore, learning through action involves taking action on problems. Addressing the problem involves an initial definition or identification, but also a negotiation of the meaning or implications thereof for the organisation. Through reflective discourse in a group setting, the leaders can help each other to learn from their experiences and act, based on the perspectives and insights gained. The next section will explore leadership development activities relevant to each element of transformative learning.

4.6.5 Leadership development activities to foster transformative learning

Surveys show that successful organisations focus on building the comprehensive set of leadership development activities, as they support the large extent of leadership talents through an organisation (Amagoh, 2009). Focused leadership development activities help leaders to learn new knowledge and skills, realise organisational values and improve organisational performance (Behesthifar, 2012). Contemporary leadership development activities include the 360-degree feedback, coaching, mentoring, networks, job assignment and action learning. There is a need for targeted leadership development activities to foster transformative learning in leadership development practices. This review addresses this research gap and proposes leadership development activities relevant to foster transformative learning.

Leadership development activities to foster learning through experience in leadership development include consciousness-raising activities; critical discourse; questioning; critical pedagogy practices; problem-posing; and cognitive dissonance (Hart & Waisman, 2005). Hart and Waisman (2003) developed a range of leadership development activities useful for leadership development interventions. Examples of leadership development activities to foster learning from experience

include the leadership game; organisational leadership assessment game; and the Koosh Ball Review Game.

Leadership development activities to foster critical reflection includes Brookfield's Critical Practice Audit; reflective strategies such as journaling; self-assessment; reflective writing; peer-feedback and self-reflective practices such as share stories; metaphors; music; poetry. Examples of leadership development activities to foster critical reflection include the "Take time to journal" reflective activity; the "Leadership Puzzle" reflective activity; "I learn a lot" game and the "Dear Travel Diary" reflective activity.

Leadership development activities to foster learning through rational dialogue include creating empathic fields; group dialogue; telling and listening to stories; sharing life/leadership experiences; role-play and communicative activities. Examples of leadership development activities to foster rational dialogue include a "Tell a story and make your point!" game and the "Let's meet soon" learning activity (Hart & Waisman, 2005).

Leadership development activities to foster learning through action include experiential learning; co-learning in groups; complex problem solving; knowledge acquisition and action learning activities. Examples of leadership development activities to foster action include the "IDEA" (Innovation; Development; Enthusiasm and Application) learning activity and the "Word Scramble Closure" learning activity (Hart & Waisman, 2005). This section concludes with Leadership development-learning activities to facilitate learning from experience; critical reflection; rational dialogue and action, which are illustrated in Figure 4-2³ on the following page.

³ An original contribution to knowledge – Cross-reference Chapter 8 Section 8.3

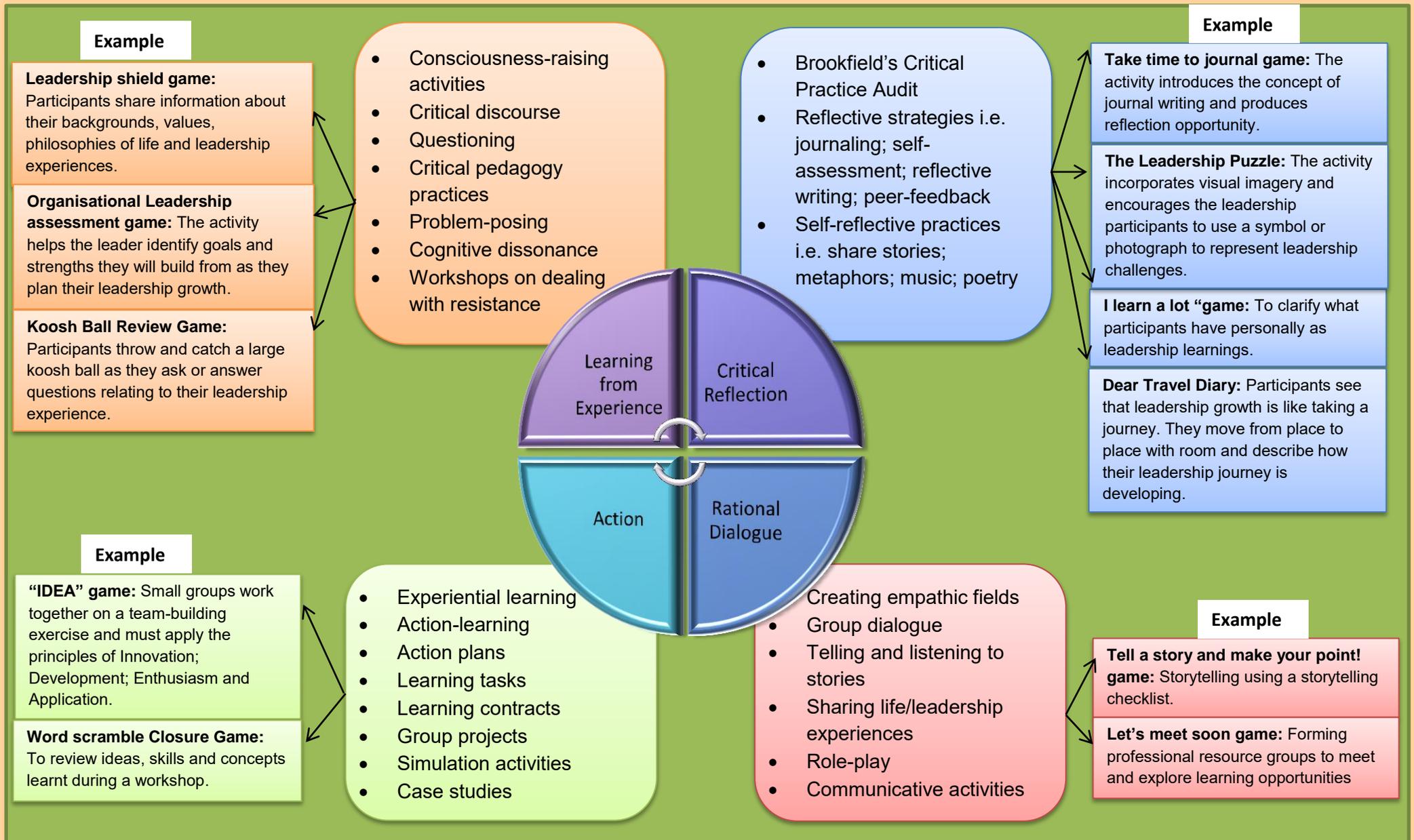
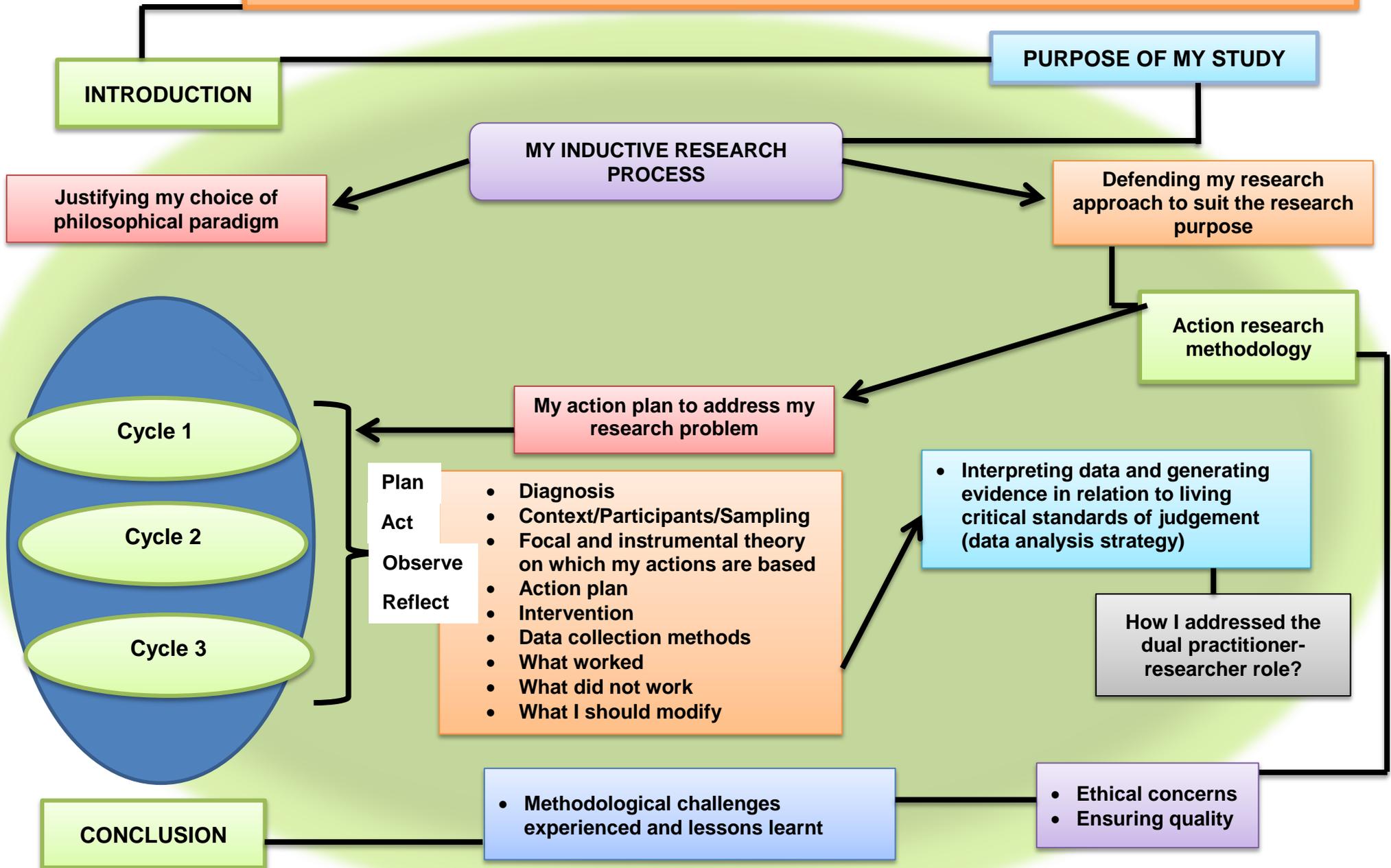


FIGURE 4-2: LEADERSHIP DEVELOPMENT ACTIVITIES TO FOSTER TRANSFORMATIVE LEARNING IN LEADERSHIP DEVELOPMENT PRACTICES

4.7 CHAPTER SUMMARY

This chapter provided a theoretical framework on leadership development. The literature review provided a definition of leadership, through which key scholars' views on leadership and the difference between management and leadership was explored. Second, the literature on leadership theories as the foundational basis to leadership development was provided. Third, a definition of leadership development was provided. Fourth, leadership development for leaders in challenging organisational environments was explored. A multi-level perspective on leadership development processes and outcomes was presented. An argument for transformative learning in leadership development was justified. Thereafter, the need for transformative learning in leadership development was motivated. I proposed that transformative learning is valuable to capacitate leaders through learning from experience; critical reflection; dialogue and action. Finally, a gap in literature was addressed as leadership development activities to foster transformative learning in practice were provided. The following chapter will provide an overview of my research design and methodological process.

CHAPTER FIVE RESEARCH DESIGN AND METHODOLOGY UNDERGIRDING AN EPISTEMOLOGY OF PRACTICE



CHAPTER 5: RESEARCH DESIGN AND METHODOLOGY

UNDERGIRDING AN EPISTEMOLOGY OF PRACTICE

5.1 INTRODUCTION

The previous chapter presented a literature review on leadership development. The purpose of this chapter is to provide a reasonable defence for my methodological positioning, which undergirds an epistemology of practice. A practice-based epistemology argues for socially constructed knowledge embodied in practice. Practice-based epistemology sees knowledge as embedded in and inseparable from practice (Dirkx, 2006, Schön, 1990). Practice is recursive, whereby activities are continually created through human actors' means of expression, thus reproducing the conditions that make action possible (Giddens, 1984). In addition, the continuity of practice assumes reflexivity. Reflexivity involves monitoring of actions; self-regulation; practical and discursive consciousness to enhance professional competence (Giddens, 1984; Schön, 1990). I support a reflective epistemology of practice as I acknowledge the inadequacy of a technician approach (Schön, 2001) to professional knowledge for dealing with real-world practice situations to enhance professional practice.

This chapter describes my specifics regarding my research strategy that supports a reflective epistemology of practice. An epistemology of practice describes the forms of knowledge and modes of knowing that inform our actions, which implies knowledge-creation through reflective practice (Dirkx, 2008). My defence of my research design and methodology includes making judgements about the value of ideas; presenting and defending opinions by making judgements about information and validity of ideas; compares and discriminates between ideas and presenting my opinion thereof in terms of the relevance of this study. The purpose of my defence presented is to take a stance, position myself through critical assessment of theories and research in relation to my research purpose. In this research study, I engage in a practice-based epistemology with its emphasis on reflection-in-action and the construction of new knowledge through the process towards becoming a professional practitioner of transformative learning.

This chapter presents the inductive research process I employed in this study. I provided a justification for my choice of philosophical paradigm. I defended my choices, which complement my scholarship of educational inquiry as engaged in a research process to practice and justify my living educational practice. This included a motivation for the research decisions I made, the profile of the participants in each action research cycle and a discussion of the action research methodology applied. This methodology chapter has six sections: First, it includes a review of the research problems considered, when tackling the subject at hand. This includes my research questions that I attempted to answer. Second, my methodology chapter includes the philosophy that underpins my

research. Third, I explain my research approach. Fourth, my strategy and research design is justified. The fifth section explains my action plan to address my problem and the action research cycles, through which I progressed. The fifth section provides an overview of how I interpreted the data and generated evidence in relation to living critical standards of judgment. Thereafter, I explain the issues of validity, legitimacy and moral authority; how I addressed the complexity of the practitioner-researcher role; methodological challenges experienced; and lessons learned. The next section revisits the purpose of this study.

5.2 THE PURPOSE OF MY STUDY

The main purpose of this study was twofold: first, to provide a self-critical, reflective account of practitioner inquiry into my professional learning experiences as a novice facilitator of transformative learning. The aim was to derive insight from a practice-based epistemology on how to improve my facilitation of transformative learning in a leadership development programme in the Technical Vocational Education and Training (TVET) sector in South Africa. During the cyclical action-reflection stages, I intended to develop my facilitation through the emancipation of my unquestioned assumptions generated from a transactional educational paradigm towards assuming the role of facilitator (individual self-transformation) through a Living Educational Theory (LET) of action research methodological approach. Action research has the advantage that it guides the practitioner-researcher to implement action in the area of concern, observe the action, reflect on the action, and modify the action from the lessons learned. The rigorous practitioner-researcher uses his professional knowledge and actions to enhance professional practice (Schön, 2001). Therefore, the aim of the study was to answer the principle research question:

How can I develop my facilitation of transformative learning in leadership development in the Technical Vocational Education and Training (TVET) sector in South Africa?

For me, the purpose of this research study was threefold:

- a) A personal purpose, through improving my own learning;
- b) A knowledge purpose, by contributing to the knowledge base of adult education;
- c) A social purpose, in building leadership capacity in the TVET sector as a context for the study.

These purposes enabled me to contribute to the current body of research on the novice facilitator's learning experiences and journey towards transformative professional development. I sought to make an original contribution to educational knowledge by developing a unique living educational account of how I developed my facilitation of transformative learning. This living educational account includes the development of a reflective epistemology of practice through action research through discovery, application, integration and teaching. Although significant work has been done

through the work of King (2005), Kumi-Yeboah and James (2012) concerning facilitating transformative learning towards professional development, this study is distinctly different due to the contextual and historical background of the facilitator in the unique South African context. I, therefore, trust that the findings of this research will provide additional insights into a systematic developmental process of the facilitator of transformative learning in the South African context. It is relevant to explore the research methodology employed in this study at this point.

5.3 MY INDUCTIVE RESEARCH PROCESS

The research design is a plan or blueprint of how the research is to be conducted (Babbie & Mouton, 2010). In order to select a best-fit approach for the structure of my research design and methodology, I applied the research onion. Saunders, Lewis, and Thornhill (2009) developed the research onion model and illustrated the stages that must be covered, when developing a research strategy. I argue that this onion is useful for my research process as it provided an effective progression, through which my research methodology could be formulated and designed. To defend my choice, I assessed that the research onion is a diagram made up of concentric circles or “layers” of the skin of an onion. The layers of the research onion include the philosophies; approaches; strategies; choices; time horizon and techniques and procedures (Saunders, Lewis, & Thornhill, 2012). An understanding of the outer layers or research philosophy, possible methodological choices, strategies and time horizon and their inter-relationships helped to ensure that the core of the data collection techniques and analysis procedures used in the research undertaken are both appropriate and coherent.

Layer 1 contains the philosophical stances associated with the philosophies. This level was useful to guide me to define my research philosophy adopted in this study. The choices at this level required careful thought as they provided structure, guidance and possible limitations to the following research decisions and the way data were collected and analysed to create valid findings. Layer 2 contains the terms deductive and inductive, and refers to the choice of research approach. Layer 2 was useful to choose the appropriate research approach. Inductive research means that I conducted a study in order to create or add to the theory. The iteration is the act of repeating a process with the aim of approaching a desired goal. The research process moves in the opposite direction to the deductive approach, taking its focus from the working title of the researcher, and not the existing theory.

The third step, Layer 3, guided me to adopt an appropriate research strategy and refer to the research style used to collect and analyse data. The choices are commonly associated with different philosophies and philosophical standpoints and require defence of the choice made. Layer 4 of the onion pertains to the use of methods in the research. The method used in this study was concerned with rich, qualitative data such as personal accounts, opinions and description. Layer 5

of the onion pertains to the choices concerning the timing of the study. Action research, by its very nature, has a longitudinal element. Time horizon options are cross-sectional, which is a short-term study, and longitudinal, which is research carried out over a longer period. Layer 6 of the onion moves the research design further into the practicalities of the data collection and analysis phase. This layer guided me to decide, what data collection methods will work best and what types of analysis to employ to create the results to answer the research question. The research onion provided a structure of components to guide my research process. My inductive research process is illustrated in Figure 5-1 on the following page.

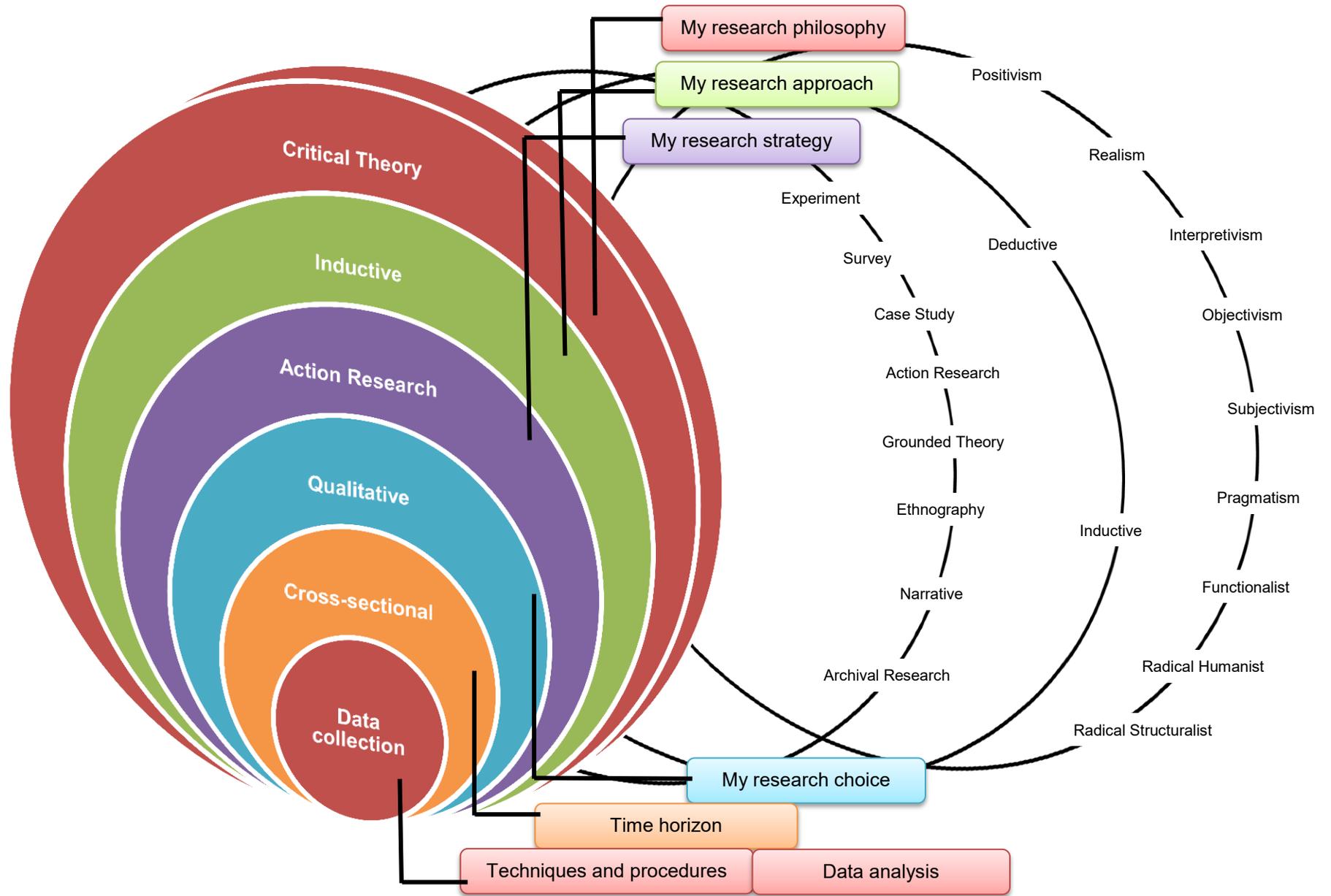


FIGURE 5-1: RESEARCH ONION MODEL (ADAPTED FROM SAUNDERS & LEWIS, 2009:138)

5.3.1 A defence for my choice of research paradigm

Lather (1986:259) explained that research paradigms inherently reflect our beliefs about the world we live in and want to live in. Based on this belief, Guba and Lincoln (1994) distinguished between three most popular paradigms, which are positivism, interpretivism and critical postmodernism. My research problem required educational action to solve the problem in practice. I, therefore, position myself within the critical research paradigm. My aim was not to interpret my developmental process as the facilitator, but rather to adopt a critical approach to my practice in order to improve it. The critical theory was, therefore, the most suitable to reflect my worldview. Critical theory is understood as a critique of society and the status quo and has its roots at the Frankfurt School in Germany, based on the works of scholars such as Karl Marx, Herbert Marcuse, Max Horkheimer and Theodor Adorno, between 1934 and 1970. Critical theory adopts a transactional and subjectivist epistemology, where “the investigator and the investigated object are assumed to be interactively linked, with the values of the investigator... inevitably influencing the inquiry” (Guba & Lincoln, 1994:110).

Carr and Kemmis (1986:129) stated that “A research approach to educational theory must provide ways of distinguishing ideologically distorted interpretations from those that are not. It must also provide some view of how any distorted self-understanding is to be overcome”. Habermas (1987) argued that self-reflection and self-understanding may be distorted by social conditions, therefore the rational capabilities of human beings for self-emancipation will only be realised by a critical social science that can elucidate these conditions and reveal how they can be eliminated. The critical theory, therefore, seeks to offer individuals an awareness of how their aims and purposes may have become distorted or repressed and to specify how these can be eradicated so that the rational pursuit of their real goals can be undertaken. Carr and Kemmis (1986) suggested that critical theory will provide the kind of self-reflective understanding that will permit individuals to explain, why conditions, under which they operate, are frustrating and will suggest the sort of action that is required, if the sources of these frustrations are to be eliminated, which is the aim of my study.

I do not seek to interpret or describe the phenomena at hand, as would be relevant in the interpretive research paradigm. I concur with Carr and Kemmis (1986) that the relationship between theory and practice cannot merely be one of prescribing practice on the basis of theory or informing practical judgment, as is the case in the interpretive paradigm. My aim is to change the situation at hand. I, therefore, regard myself as a critical, not an interpretive theorist within the context of this study. I do not seek to name and describe, but to challenge guiding assumptions and mechanisms for order maintenance. I do not seek to understand the world as it is from subjective experiences of individuals, such as is relevant in the interpretive paradigm. My research endeavour has social import, which includes social change, expanding the leader’s discourse on the current challenges

experienced in the TVET sector and ways of seeing and understanding their power in the current situation, as well as my own (as the facilitator). I believe that reality is created and shaped by social, political, cultural, economic, ethnic and gender-based forces.

As a critical theorist, I believe that it is necessary to understand the lived experience of real people in context. I share the same ideas and the methodologies of some interpretive theory. What makes my scholarship different from interpretive scholarship is that I seek to interpret the acts and the symbols of a society in order to understand the ways, in which various social groups are oppressed. In the case of the leaders in the TVET sector, I seek to understand, what perceptions about themselves and the leadership challenges experienced in their current reality is holding them back from being better leaders.

The purpose of the inquiry is to guide participants to confront possible oppressive perceptions that are holding them back and limiting their full leadership potential. I am concerned with the constraints that limit leadership potential in the TVET sector. I, therefore, choose to make a conscious attempt to fuse theory and action, and to bring about change in the conditions that affect our lives. I assume that knowledge developed in this research study may serve as a first step towards addressing injustices (in this case hampering perceptions). Within my own facilitation paradigm, my approach is to examine the limiting conditions and challenges experienced in my facilitation paradigm in order to uncover hidden structures. I believe that knowledge is power. This means that understanding the ways one is oppressed (perceptions about myself as facilitator) enables one to take action to change oppressive forces.

My analysis is at the meta-theoretical level. As an approach with a definite normative dimension, my research aims for an emancipatory, developmental facilitation process. I believe that reflection and action, and theory and epistemology of practice are important elements of a critical approach, when bringing about change. I chose the critical theory paradigm due to the fact that the paradigm is a force of liberation that engages an on-going conflict with the powers of oppression and seeks to bring about educational reform (Reeves & Hedberg, 2003). As mentioned in Chapter 1, I chose the critical paradigm as relevant to encourage questioning about assumptions underlying the effectiveness of my facilitation practice. These educational assumptions might include institutional assumptions, gender issues, related to institutional accessibility, issues of hierarchy and power, among others. In my facilitation practice, my assumptions relate to assumptions about curriculum, my teaching methodology, classroom knowledge and my teaching style.

The critical pedagogy has the potential for purposeful classroom practices through the integration of action and reflection toward developmental or emancipatory practice. The aim of critical theory in my facilitation practice is to develop a pedagogical theory and methods that link self-reflection and understanding with a commitment to change. As critical educator, I need to explore my own subjectivity and locate myself within that praxis through an active and reflexive process. As critical

theorist, I need to engage in a process of ongoing construction of the development of my personal lens, through which I view the world, and through which notions of reality and truth are shaped. In the journey towards developing an epistemology of practice, I will engage in meaning making through reflective experiences; critical reasoning and mindfulness to become an authentic facilitator of transformative learning.

5.4 DEFENDING MY RESEARCH APPROACH TO SUIT THE RESEARCH PURPOSE

Two types of approaches are outlined in the research onion in Figure 5-1. These approaches are the deductive and the inductive approach. Through critical analysis of scholarly views, I assessed some of the arguments for and against the deductive and the inductive approach. Based on the critical analysis, I decided which approach to accept and which to reject. The deductive research approach is aimed at developing hypotheses upon a pre-existing theory and then formulates the research approach to test it (Silverman, 2013). Deductive reasoning begins with the idea that the researcher has the predetermined framework and uses it as a model to guide the research (Babbie & Mouton, 2001; Babbie & Mouton, 2010; Silverman, 2013). The deductive approach might be considered particularly suited to the positivist approach; therefore, in my opinion, the deductive approach is not relevant to my study. I, therefore, rejected the approach of deductive quantitative reasoning based on scholars' (Babbie & Mouton, 2001; Denzin & Lincoln, 2013) recommendation that deductive, reasoning focuses on numerical, objective and repeatable data, and avoids subjectivity. Deductive reasoning is therefore not relevant or suitable for my research purpose.

In comparison to a deductive approach to research, inductive inquiry employs different philosophical assumptions; strategies of inquiry; and methods of data collection, analysis and interpretation (Cresswell, 2009:173). According to Cresswell (1994, 2014), inductive studies involve an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. This implies that instead of using existing theory and hypotheses as a point of departure, the researcher presents and develops new interpretations and syntheses of data (Babbie & Mouton, 2010). Denzin and Lincoln (2008, 2013) supported this view that inductive research involves an interpretive and naturalistic approach. Inductive researchers study things in their natural settings to make sense of or interpret the phenomena. Inductive research refers to meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions of things (Berg, 2007). My decision to conduct inductive research is based on the scholars' description of what inductive research entails, and how these descriptions fit my research purpose. In the next section, I will explain my research strategy employed in this study.

5.4.1 Action research methodology

Research methodology refers to systematic methodological and accurate execution of the research design (Nieuwenhuis, 2007). I chose action research as I could engage in research, which provided me with a research framework for practitioners to reflect on their own practice, while at the same time working towards improving it (Lincoln & Guba, 1985, 2007). Reason and Bradbury (2001, 2006, 2013) asserted that action research is an approach to human inquiry concerned with developing practical knowing in the pursuit of worthwhile human purposes, and drawing on many ways of knowing in an emergent, developmental fashion. Research into the history of action research enlightened my understanding that action research draws its sources of theoretical inspiration on pragmatic philosophy (Greenwood & Levin, 1998, 2007), critical thinking (Carr & Kemmis, 1986, 2003), the practice of democracy (Toulman & Gustavsen, 1996), liberationist thought (Bourda, 2006), humanistic and transpersonal psychology (Rowan, 2006), constructionist theory (Ludema, Cooperider, & Barret, 2006), systems thinking (Flood, 2006), and complexity theory (Reason & Goodwin, 1999).

According to Koutselini (2008), the epistemological foundation for the action research methodology is grounded in the following streams of thought: Habermas's work (1972) on emancipation interest as it opposes instrumental positivistic knowledge; phenomenographic work on contextualised conceptual change (Marton *et al.*, 1984); and critical pedagogy (Freire, 1970), especially its emphasis on improvement of social conditions through action research. Throughout this research project, I was critical as the researcher and self-critical as the practitioner in the engagement of my facilitation practice to enhance leadership capacity and develop my facilitation practice.

There are many definitions of action research, but I needed to find the ones that could be most appropriate to my study to direct my research processes and position my focus of enquiry. The definition of Kemmis and McTaggart (1988) of action research is:

“...a form of collective, self-reflective enquiry undertaken by participants in social situations in order to improve rationality, coherence, satisfactoriness or justice of their own social or educational practices, as well as the understanding of these practices and the situations, in which these practices are carried out” (p.5).

Kemmis (2009) later expanded this definition by explaining that action research is a critical and self-critical process aimed at animating these transformations through individual and collective self-transformation: the transformation of our practices, transformation of the way we understand our practices and transformation of the conditions that enable and constrain our practice. Transforming our practice, he continued, meant transforming what we do; transforming our understanding means transforming what we think and say; and transforming the conditions of practice means transforming the ways we relate to others, and to things and circumstances around us. McNiff and Whitehead (2011) agreed and provided a simplified view that states action research is a

systematic and orderly way for teachers to observe their practice or to explore a problem and a possible course of action.

Action research involves a situation, in which people reflect and improve their own situations by interlinking their reflection and action through self-reflection, self-evaluation and self-management by autonomous and responsible persons and groups, and involves progressive (and public) learning by doing and making mistakes in a self-reflective spiral of planning, acting, observing, reflective planning (Zuber-Skerritt & Fletcher, 2007). This methodology implies adopting a deliberate openness to new experiences and processes, and, as such, demands that the action of educational research itself is educational (McNiff, 1989).

My motivation for choosing action research was supported by Whitehead's (1989) argument stating that through the creation of unique and personal living theories (Whitehead, 1989), action research contributes to improving social situations, while simultaneously generating knowledge that can influence my educational practice and research in a significant way. I was interested in a research approach capable of having an impact on practitioner theories and practices. I was interested in an approach that would involve the practitioner himself or herself in researching the relationship between theory and practice.

Carr and Kemmis (1986, 2003) distinguished between three kinds of action research – technical, practical and emancipatory, differentiated by the research focus and purpose, and the role of the researcher. Technical action research aims to improve practitioner or participant effectiveness and skills, and the researcher co-opts, facilitates and manages the group. Practical action research aims to build understanding and professional development, and the researcher asks critical questions to probe for understanding. According to Reason and Bradbury (2013), practical action researchers aim just as much at understanding and changing themselves as the subjects of practice (practitioners) and changing the outcomes of their practice. The process of action research is a process of self-education for the practitioner through self-reflective accounts (Bradbury, 2016).

Emancipatory action research is similar to practical action research, but aims at a critical response to constraints, with the researcher acting as a moderator to provide the conditions for emancipation (Carr & Kemmis, 1986, 2003). Reason and Bradbury (2006, 2013) concurred, but expanded this explanation that emancipatory action research aims to help practitioners develop a critical and self-critical understanding. My action research project falls within the practical framework, as I aim to develop my facilitation of transformative learning as intend to become emancipated from a transactional education paradigm.

Action research is not without its weaknesses as a research approach, nor is it without its critics. McKay and Marshall (2001) highlighted that arguments are expressed that suggest that action research may be regarded as being little more than consultancy. When interventions are deemed

successful, McKay and Marshall (2001) argued that causal connections and explanations cannot be safely made. Researchers are questioned over a perceived lack of impartiality and bias. The supposed lack of scientific rigour and discipline in action research, the lack of validity of data, and the difficulty of generalising results from studies have led to it falling into disfavour in those academic circles (McKay & Marshall, 2001).

Strengths of action research may be regarded as more important and significant than its weaknesses, particularly when evaluated against other research approaches and paradigms (McKay & Marshall, 2001). I, therefore, acknowledge the weaknesses of action research, but chose this research methodology as the most appropriate to answer my research question. I adopted a practical approach to exploring how I could develop my facilitation of transformative learning through action research. I chose action research as it links the development of my practice with new knowledge.

In the search towards a workable definition of action research relevant to this study, I draw from Kemmis's (2009) definition as he explained that action research is a critical and self-critical process aimed at animating these transformations through individual and collective self-transformation: transformation of our practices, transformation of the way we understand our practices and transformation of the conditions that enable and constrain our practice. To conclude my exploration of what action research entails, I needed to formulate a workable definition of action research, which would guide my research process. I subscribed to the school of thought based on the work of Whitehead (2007, 2008a, 2008b, 2009a, 2009b, 2009c, 2010), and McNiff and Whitehead (2002, 2011). I provided a workable definition of action research relevant to the context of this study:

Action research is a critical, systematic, reflexive inquiry that involves the assessment of educational practices and engagement in action towards problem-solving and continuous professional development.

There are many forms and variants of action research; however, its fundamental purpose is to generate new knowledge that is useful to everyday lives (McNiff & Whitehead, 2002, 2011). It might be relevant to justify the type of educational action research, which undergirds my action research study at this point.

5.4.2 Living Educational Theory (LET) approach of action research

I was attracted to the Living Educational Theory (LET) action research approach as appropriate to answer my overarching research question. Living Educational Theory research is a form of self-study research, in which practitioners research questions that are important to them to generate their values-based explanations of their educational influence in their own learning, the learning of others, and the learning of social formations (Whitehead, 1989). The central principle in generating living educational theories is that they are explanations of the educational influence of the individual in their own learning, and/or in the learning of others and/or of the social formations, wherein they live and work (Whitehead, 2008).

My self-study incorporated research into how I could develop my facilitation of transformative learning as a novice facilitator against the backdrop of a South African context with a history of problems in the educational system. Researchers' living educational theory accounts provide for explanations and standards of judgment regarding the improving practice in terms of their relational and ontological values that are clarified as they emerge and evolve through their research.

Research methods employed by such practitioners are action research, narrative inquiry and auto-ethnography. The practitioner employs the above-mentioned research strategies to research questions such as "How do I improve what I am doing?". To justify my Living Educational Theory (LET) approach to action research employed in this study, I draw from the description provided by Whitehead (2009b), which is as follows:

"In a living educational theory approach to action research and a human existence, individuals hold their lives to account by producing explanations of their educational influences in their own learning in inquiries of the kind, 'How am I improving what I am doing?' They do this in a context, where they are seeking to live the values they use to give life meaning and purpose as fully as they can. The living educational theories of professional educators and other practitioner-researchers usually explain their educational influences in the learning of their students and can also explain their educational influences in the learning of social formations" (www.actionresearch.net/writings/livtheory.html).

Whitehead's (2009a) explanation brought me to an understanding that as a living educational theorist, I should bring my embodied, lived and living knowledge into the academy for legitimation through studying the process of its evolution in the enquiry searching to answer: "How do I improve my practice", and "How do I fulfil my values as a practitioner?".

I was attracted to the Living Educational Theory (LET) approach to action research methodology as it contributes to the theorisation of educational research and practitioners' embodied knowledge and professional, ontological and epistemological development, growth and practices (McNiff & Whitehead, 2002, 2011). I was interested in a research opportunity, through which I could learn, grow and become emancipated, whilst giving back to my community. The Living Educational Theory (LET) differs from traditional forms of educational theory and is applicable to my study in

that the living theories create the opportunity for the individual to become a knowledge-creator, who is generating their own explanations for their educational influences in their learning (Whitehead, 2009). The strive to create my living-theory account elicited my creativity in my research project and made me understand that I could embrace the living theory to locate my research in a theoretical framing that encourages and facilitates the development of my capacity.

The Living Educational Theory (LET) approach to action research fits within the margins of educational and practitioner research. The Living Educational Theory (LET) approach relates to the work of Schön (1983, 1987, 1991, 1995), Carr and Kemmis (1986), Winter (1989), Kemmis (1986), Gibson (1985) and Dreyer (1999), and was developed by Whitehead and Jean McNiff over four decades. The LET approach to action research has its roots in the humanistic and liberal tradition of existential, continental and humanistic philosophies and thinking that are based on and around human lives and living (Whitehead, 1989, 2009b).

I am quite aware of the critique against educational researchers in creating a living educational account. Noffke (1997) claimed that the process of personal transformation through the examination of practice and self-reflection may be a necessary part of social change; however, it is not sufficient in her view (p.329). Noffke believed that the processes of self-awareness in the creation of living educational theories are vital in identifying the contradictions between one's espoused theories and one's practices. Noffke was critical of the focus on individual learning as she says that this only begins to address the social basis of personal belief systems.

In defence of Noffke's (1997) argument, Dadds and Hart (2001) pointed out the importance of engaging with the social formations that influence one's practice and the importance of methodological inventiveness through the practitioner-researchers ability to create their own unique way through their self-chosen research focus. This means that the individual researchers do not simply apply anyone else's methodological approach to their inquiry, but create their own unique living-theory methodology in the course of inquiry and in generating their explanation of their educational influence, as agreed by Whitehead (2009c). In response to the criticisms highlighted by Noffke, I draw on the insights from the social theory offered by Habermas (1976, 1987, 2002) to explain my educational influence rooted in pragmatism. I defend my Living Educational Theory by drawing from the theoretical insights from the social theory offered by Habermas's methodological critical self-reflection for emancipatory interest through strategic pragmatic action (Habermas, 1987, 2002). In terms of strategic action, Habermas (2002) believed that the actors are not so much interested in mutual understanding as in achieving the individual goals they bring to the situation.

I, therefore, incorporate the notions of strategic action and democracy as analytical tools. In other words, I move from the premise that emancipation starts with self-reflection; only after reason has exposed its own prejudices and learned its own limits; thereafter I can proceed with my appointed task. From this angle, I move from my biases, preconceptions and particularistic interests are

woven in my transactional paradigm to emancipation, which is the battle of reason. My goal is to develop my facilitation of transformative learning as a novice facilitator. An individual's living educational account includes evaluations of past learning and an intervention to improve practice in the future in ways that are not yet realised in practice. My belief as practitioner-researcher is grounded in the idea that the creation of my living educational theory involves researching my facilitation practice in a manner, which could contribute to the creation and testing of my living educational theory.

The question of the involving "I" is an important distinction as it shifts the focus of the researcher from the observer to active participant. It places the onus on educational practitioners themselves to conduct research on educational practice to derive understanding and meaning of their own practice. The living educational theory approach presented me with an opportunity to create a living theory that is constituted by a unique explanation situated in my educational influences and learning in my context. The living educational theory presented me with an opportunity to engage in educational reflexivity into my facilitation practice. The reflexive action research process presented me with an opportunity to continually evolve my understanding of my facilitation practice and offering value based explanations (the why) of my educational influence as I would work to improve my values-based practice. I could develop a living theory account with an emphasis on the knowledge-creating capacities of the individual.

Viewing my practitioner-practice as a living contradiction has been an immense help in making sense of my journey to remove the shackles of a transactional teaching approach and replace it with the transformative-emancipatory paradigm. McNiff and Whitehead (2011) advocated educational action research and professional development. Moreover, McNiff and Whitehead (2011) explained that although practitioners often hold values about their practice, in certain situations these values are denied because of situational constraints. It is when educators reflect on what actions they can take to address these types of contradictions that "living educational theories" begin to form. The journey encompassed becoming free, through action; through research. My inquiry involved facilitating transformative learning and learning from the discoveries as a practitioner to give shape to my emerging practice. Living educational theory is unique in its framing of the research questions in the format, "How do I develop or improve my practice?" However, Whitehead proposed that through systematic reflection on their practice, educational practitioners can provide meaningful insights into daily practice and offer valid accounts of how educators develop and conduct their practice (Whitehead, 2009a). Through the development of the living situational account, I could develop my living educational theory to develop my facilitation of transformative learning in practice.

5.5 MY ACTION PLAN TO ADDRESS MY RESEARCH PROBLEM

In enacting reflexivity in creating a living educational theory, my action plan as practitioner-researcher involved the following strategy, as proposed by Whitehead (2003). Whitehead (2009a, 2012) proposed that a methodology is not only a collection of methods used in the research. It is distinguished by a philosophical understanding of the principles that organise the ‘how’ of the inquiry. Whitehead (2009a) argued towards the use of the action research cyclical process in improving practice. He proposed action-reflection cycles in clarifying and evolving energy-flowing and values-laden explanatory principles in generating knowledge about improving educational influences in learning. Whitehead (2010:9) suggested the following approach:

“The approach to the educational theory I am suggesting we adopt, rest on a number of assumptions concerning both the idea of a ‘living form of theory’ and the personal and social criteria, which can be used to criticise the theory. I use the term ‘living form of theory’ to distinguish the suggested form from the linguistic form, in which traditional theories are presented for criticism. In a living approach to an educational theory, I am suggesting that teacher action-researchers present their claims to know how and why they are attempting to overcome practical educational problems in this form”.

My action research plan involved research activities adopted from Honan, Evans, Paraide, Reta, & Muspratt (2012). This plan included structured guidance in terms of the activities to progress through the action research cycle. These activities are illustrated in Figure 5-2 on the following page.

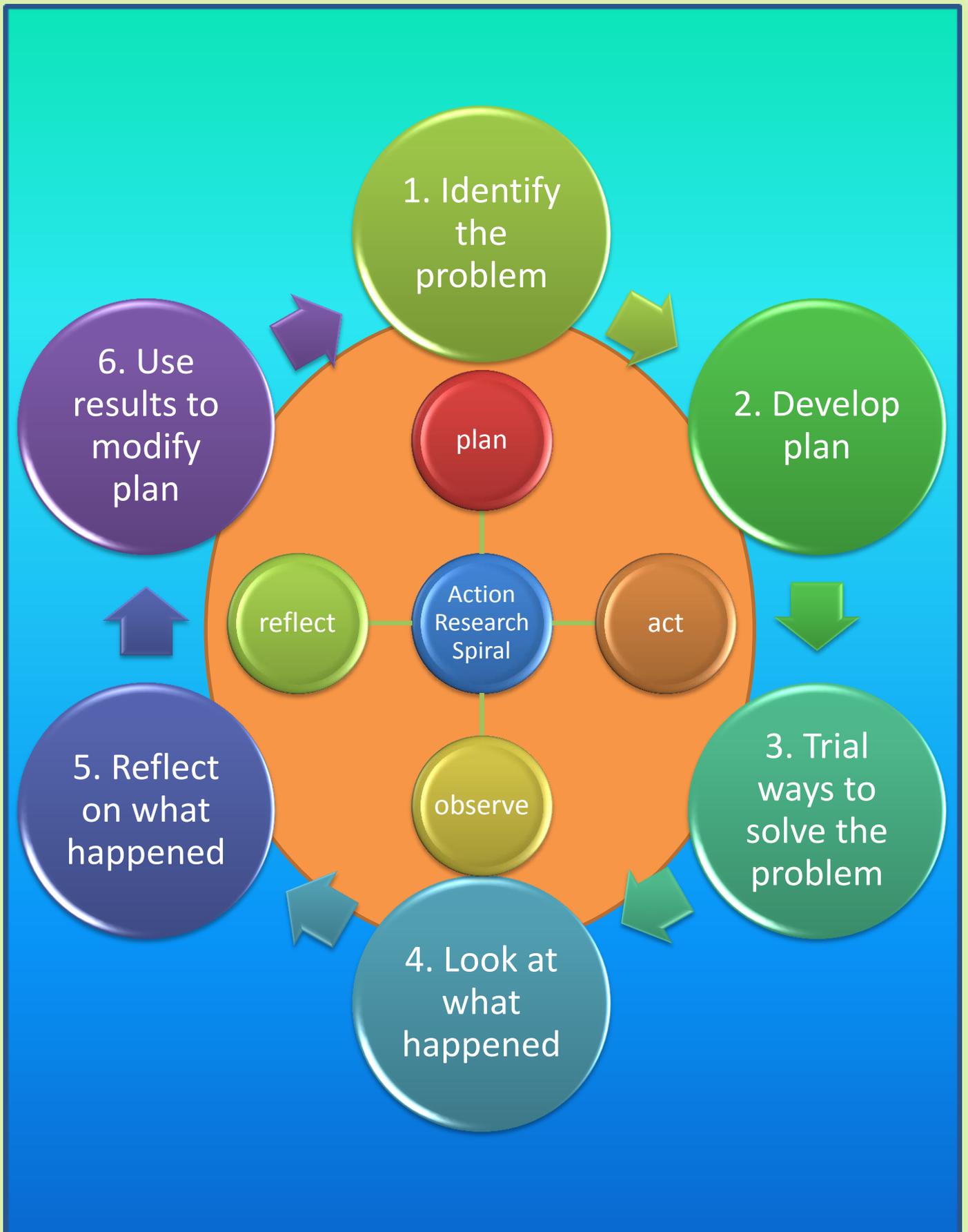


FIGURE 5-2: RESEARCH ACTIVITIES PER ACTION RESEARCH CYCLE (ADAPTED FROM HONAN ET AL. 2012)

I took heed of the warning in McNiff and Whitehead (2002) that during their investigation of the nature of action research, they have come to see it as a spontaneous, self-creating system of inquiry. Even though they like the notion of a systematic process of observe, describe, plan, act, reflect, evaluate, modify, they do not see the process as sequential or necessarily rational. My action research cycles started in January 2013 and progressed over a five-year period, until June 2017. The spirals of action-reflection unfolded themselves and fold back again into themselves, also described by McNiff and Whitehead.

The phases of plan, act, observe and reflect empowered me to systematically and critically enquire into my own practice through constructive and dialectical dialogue with myself and the participants. Kemmis and McTaggart (1988) explained that during the planning stage, an action plan is developed. The action stage involves implementing the plan, while recognising the need for flexibility and judgment. The observation stage involves monitoring and observing of the results. A range of data collection methods can be used. The final stage is the reflection, in which I analyse, synthesise, interpret, explain and draw conclusions. Depending on the outcomes, another cycle of planning, acting, observing and reflecting may be set in motion. Evidence of templates used to guide a systematic knowledge-generation process is attached as **Annexure 16** in the Addenda section. These templates were adapted from Honan *et al.* (2012). This understanding brings me to the explanation of the progression through each action research cycle.

5.5.1 Cycle 1: Plan, act, observe and reflect

The first action research cycle started in January 2013. The purpose of the first action research cycle was to facilitate Gliszinski's (2008) transformative learning curriculum model in a workshop setting. The transformative learning curriculum model was used in order to inform my action research cyclical approach. The model was used as facilitative tool to facilitate a learning process within a leadership development setting. The aim was to facilitate reflective activities based on Quadrant I (Reflection on disorienting experiences); Quadrant II (Critical reflection); Quadrant III (Rational Dialogue) and Quadrant IV (Action) of the transformative learning model. The first step in my action research cycle involved the planning phase. The planning phase involved a diagnosis of the problem by systematic analysis of the background and context of the TVET college sector. The TVET college sector has been criticised for underperformance and dysfunctionality.

Critical challenges highlighted were the undesirable quality of teaching and learning; poor financial management; ineffective institutional management and curriculum need not aligned to the changing needs of the economy. The evidence in the form of reports and performance reviews (discussed in Chapter 1, section 1.4) suggested and substantiated the need for leadership capacity building in the TVET sector. The research question that guided this action research cycle was: How could a

transformative learning curriculum model help leaders to change their perspectives about leadership challenges in the TVET sector?

The next step in my action research cycle involved planned actions based explicitly on the results of the diagnosis. As a solution to the problems identified, there seems to be a need for leadership development initiatives aimed at building and strengthening leadership capacity to deal with the challenges in the TVET college sector. The aim of the action research cycle initiated was therefore to facilitate a leadership development capacity-building initiative based on transformative learning theory. I wanted to facilitate Glisczinski's (2008) transformative learning curriculum model. The planned actions were based on an instrumental theory. The instrumental theory is particularly valuable for diagnosis and planning and as it helps us to organise our thoughts, generate coherent explanations and achieve understanding (Hambrick, 2007). The instrumental theory, on which my actions were based, was the transformative learning theory.

The focal theory, on which the actions were based, was Freire's (1973) theory of conscientisation. The process of developing conscientisation means through reflecting on experience and dialogue, learners can begin to see and understand themselves as active agents, enabling them to identify oppressive perceptions about themselves and their environment that hamper optimal leadership capabilities. Before I embarked on the action research journey, I watched video clips that explained the transformative learning theory from the viewpoint of Jack Mezirow, Edward Taylor, Victoria Marsick and John Dirkx. Evidence of the video screenshots is attached as **Annexure 18** in the Addenda section. The videos provided insight into the transformative learning theory from the key scholars' views. Such understanding broadened my perspective on how to align the transformative learning to practice. My action plan was to facilitate a leadership development workshop to leaders in the TVET college sector. The research project was financially supported by the South African Further Education and Training Leadership Initiative (SAFETLI).

Planned actions further involved sampling of participants to take part in the research study, which includes the process of selecting a representative group from the target population under study (Cresswell, 2013). The sample decided on comprised leaders and potential leaders in the TVET college sector. A convenience sampling strategy was employed as sampling strategy. Convenience sampling (also known as availability sampling) is a specific non-probability sampling method that relies on data collection from population members, who are conveniently available to participate in the study (Cresswell, 2013). The advertisement for the leadership development workshop is attached as **Annexure 4** in the Addenda section. Invitations were sent to the following colleges:

- In terms of the geographical area, invitations were sent to the head office of the Head-Office Department of Higher Education and Training and to public Technical, Vocational Education and Training (TVET) colleges in eight provinces in South Africa, which were Western Cape; Eastern Cape; KwaZulu-Natal; Gauteng; Limpopo, Mpumalanga; North West Province and

the Free State. The Technical, Vocational Education and Training (TVET) colleges that responded to the invitations and participated in the study, were Boland College; College of Cape Town; False Bay College; Northlink College; South Cape College; West Coast College; South West Gauteng College; Ekurhuleni College; West Col College; Lephalele College; Letaba College; Umgungundlovu College and Vuselela College.

The invitations specified the sampling group, which were the leaders or potential leaders in the TVET colleges. Four leadership development workshops were held between May and June 2013. Two leadership development workshops were held at the Stellenbosch Institute for Advanced Study (STIAS) Wallenberg Conference Centre in Stellenbosch. These leadership development workshops were focused on leaders (one group) and potential leaders (one group) from TVET colleges in the Western Cape. In addition, two leadership development workshops were held in Gauteng. These leadership development workshops were aimed at leaders and potential leaders from Gauteng, Free State, KwaZulu-Natal, Mpumalanga, North West and Limpopo. The photographic evidence of the workshops held is attached as **Annexure 5** in the Addenda section.

A total of 61 (sixty one) participants registered voluntarily and attended the workshops. The total participants in current leadership positions, who I classified as group one were 37 (thirty seven), of which 17 (seventeen) were males and 20 (twenty) were females. In the second group, the participants whom I classified as potential leaders and who occupied the management positions from occupational Level 2-4, were 24 (twenty four) of which 17 were males and 7 were females. The details of the participants, who voluntarily signed up to participate in the leadership development workshops, are attached as **Annexure 6** in the Addenda section.

Data collection methods for Cycle 1 included participant reflection journals; workshop evaluation forms; audio recordings and transcripts of these recordings from informal interviews conducted during the workshops; independent participant evaluation and journal entries. Evidence of the workshop documents used in Cycle 1 and Cycle 3 is attached as **Annexure 22** in the Addenda section. Evidence of the list of leadership challenges provided and solutions proposed to these leadership challenges is attached as **Annexure 9 and Annexure 10** in the Addenda section.

The data collected served to highlight, whether my plan worked or not. Each data collection instrument provided an interesting view on the learning and facilitation experiences of the workshops at the time. The participants were engaged in the learning activities and completed the data collection instruments. Evidence of data collected and the reflection journals is attached as **Annexure 7, Annexure 8, Annexure 20 and Annexure 21** in the Addenda section. All the data were transcribed. The data were coded. This action research cycle ended November 2013. Table 5-1 illustrates the action research planning and activities pertaining to Cycle 1 on the following page.

TABLE 5-1: CYCLE 1 - THE ACTION RESEARCH PLANNING AND ACTIVITIES

CYCLE 1		DATE STARTED: 2013-02-01	DATE ENDED: 2013-11-31	
RESEARCH QUESTION: How could a transformative learning curriculum model help leaders to change their perspectives about leadership challenges in the TVET sector?				
PLAN	DIAGNOSIS: There is a need for leadership development to capacitate leaders to deal with the leadership challenges in the TVET college sector.		EVIDENCE TO SUPPORT FINDINGS OF THE DIAGNOSIS: Department of Higher Education and Training, Annual Report, 2011/2012 Audit Findings - Provincial Summary Report, SAQA, June 2010 Performance and Expenditure Review Report 2013 TVET Colleges Technical Task Team Report, 2014	
	PARTICIPANTS: 61 participants 34 males + 27 females	SAMPLING: Convenience sampling (voluntary registration to participate in workshops)	INSTRUMENTAL THEORY Transformative learning theory Glisczinski's (2008) transformative learning model	FOCAL THEORY: Freire's theory on conscientisation (1973)
	ACTION PLANNING: Plan a leadership development workshop to leaders and potential leaders in the TVET college sector. - Identify the training needs for the target audience. - Consider the learning environment - Book a facility to host the leadership development workshop. - Develop the lesson plan, learning material, slide presentations based on Glisczinski's transformative learning curriculum model. - Learning environment: Book a facility to host the leadership development workshop. - Send invitations to TVET colleges in five provinces in South Africa. - Get funding, resources.			
ACT	IMPLEMENTING THE PLAN AND COLLABORATIVE INVOLVEMENT IN CORE ACTION RESEARCH PROJECT Implement Leadership Development workshops to participants from the colleges who responded to the invitation: Boland College; College of Cape Town; False Bay College; Northlink College; South Cape College; West Coast College; South West Gauteng College; Ekurhuleni College; West Col College; Lephalale College; Letaba College; Umgungundlovu College and Vuselela College.			
OBSERVE	DATA COLLECTION Participant reflection journals; workshop evaluation forms; audio recordings and transcripts of these recordings from informal interviews conducted during the workshops; independent participant evaluation and journal entries.			
REFLECT	WHAT WORKED? - Participants were engaged in the learning activities. - The dialogue exercises were well received.		WHAT DID NOT WORK? - The participants engaged in reflection, not critical reflection. - The workshop setting did not work. - I needed work in terms of my facilitation paradigm.	
	WHAT SHOULD I MODIFY? - Facilitate transformative learning on a one-on-one basis. - There is a need for learning activities that could foster critical reflection.			

5.5.2 Cycle 2: Plan, act, observe and reflect

After Cycle 1, the research process took on a different trajectory. The adaptive challenges experienced in my facilitation paradigm in Cycle 1 presented emergent developmental opportunities. The developmental opportunities emerged as a result of meaning-making of the conflicting understandings of my experience as practitioner-researcher. The process of adaption and reorganisation presented through the start of Cycle 2 was the result of reflection-on-action. Reflection-on-action facilitated an awareness of the complexity of facilitating transformative learning. I experienced that facilitating transformative learning is challenging, when the facilitator needs to be emancipated from presuppositions and taken-for-granted assumptions. Cycle 2 emerged with an emotional experience as well as the recognition that the challenge to facilitate transformative learning provided an opportunity to construct meaning from my own experience as facilitator. The experiential experience in the form of perceptions of failure presented an opportunity to construct meaning from the experience. Meaning was derived through a conscious, reflexive and emotional process as a catalyst for development, change and growth.

The second action research cycle started in January 2014. I conceptualised the challenges experienced in the facilitation paradigm. I started to pay attention to my own experiences as facilitator and journaled my subjective experiences (Chapter 7). I realised that in order to facilitate transformative learning to others, I needed to be open to a transformative process myself. Awareness of and making sense of my own experiences deepened understanding of the complexity of critical reflection, one of the key elements missing in the reflective accounts of participants during cycle 1. I learned that critical reflection is not an easy process, but allowed me to construct metacognitive understandings about my experience as facilitator through the consideration of self-identity within the learning environment. I learned that critical reflection is a reasoning process as I tried to make sense of my facilitation experiences, which involved more than thinking about my experiences. Critical reflection illicited a deeper awakening of my own emancipation needed in order to be authentic, when facilitating a transformative process in others (a reflective account presented in Chapter 7).

In terms of engagement with the participants, the detailed planning to facilitate critical reflection involved critical reflection activities. The research question that guided this action research cycle was: How could I facilitate critical reflection to elicit a deeper form of engagement in reflective activities? Nelson Mandela died in December 2013 the previous year. The media highlighted his transformative leadership. The media further highlighted the critical reflective dialogue with himself and others as instrumental in his leadership style. I incorporated Nelson Mandela as leadership example in Cycle 2 activities to facilitate critical reflection. I planned and invited the participants, who completed the participant voluntary consent forms and the research process started. The focal theory, on which the activity was based was the critical reflection element in the transformative

learning theory. Consciousness-raising was the instrumental theory, on which the activities were based. I edited short video clips from the movie *Long Walk to Freedom* and used reflective passages from the book of Nelson Mandela “*Conversations with myself*” (Mandela, 2010).

The plan for this cycle was to facilitate the critical reflective sessions, focusing on a critical incident (challenges in the TVET college environment as perceived by the participants to influence their ability to lead). I decided to facilitate these sessions on a one-on-one basis. The structured activity would include observing and describing the experience; analysing that experience; interpreting that experience; exploring alternatives and framing action. The structured activity was facilitated in a conducive learning environment, once the participant was comfortable and not disturbed or in a hurry. I believed this aspect to be relevant as it could affect the reflection process. In this session, I planned to set up the learning environment in such a manner that I would have contact with the participants and be on the same level as the participants to remain in eye-contact and reduce or eliminate the perception that I was in control of or maintained a level of power in the learning situation. It was important to establish the correct power-relationships in the learning situation. I perceived that an incorrect balance of power could hamper the participation in the learning situation.

Data collection methods for Cycle 2 were transcripts from audio recordings from semi-structured interviews and journal entries. Evidence of an audio transcript is attached as **Annexure 24** in the Addenda section. The participants were engaged in critical reflection activities. Evidence of the reflection journals is attached as **Annexure 9** in the Addenda section. The data were coded and analysed. Evidence of a list of quotations analysed during the coding phase is attached as **Annexure 25** in the Addenda section. The second action research cycle ended in December 2015. Table 5-2 illustrates the action research planning and activities pertaining to Cycle 2 on the following page.

TABLE 5-2: CYCLE 2 – THE ACTION RESEARCH PLANNING AND ACTIVITIES

CYCLE 2		START DATE: 2014-01-15		DATE ENDED: 2015-12-01	
RESEARCH QUESTION: How could I facilitate critical reflection to elicit a deeper form of engagement in reflective activities?					
PLAN	DIAGNOSIS: The participants engaged in reflection, and not critical reflection. - The workshop setting did not work. I needed to facilitate transformative learning on a one-on-one basis. Therefore I - I needed to adapt to the new facilitation style and learn from the aspects that worked and did not work in the previous cycle				
	PARTICIPANTS: 5 participants 3 females + 2 males	SAMPLING: Convenience sampling	FOCAL THEORY: Transformative learning theory	PARTICIPANTS: 5	
	ACTION PLANNING: Use Mandela as transformational leadership example Plan a facilitation session where the participants could reflect on video clips of Long Walk to Freedom and reflective passages from Mandela's book "Conversations with Myself"				
ACT	IMPLEMENTING THE PLAN AND COLLABORATIVE INVOLVEMENT IN CORE ACTION RESEARCH PROJECT - Facilitate the reflective sessions in a conducive learning environment, once the participants will be comfortable and not disturbed or in a hurry - Set up the data projector and show the video clips. - Set up the learning environment in such a manner that I will have contact with the participant and be on the same level as the participant				
OBSERVE	DATA COLLECTION - Interview schedule - Audio recordings - Transcripts from semi-structured interviews - My reflection journal to record my actions, reflections and possible learning				
REFLECT	WHAT WORKED? The video clips from the movie "Long Walk to Freedom" and reflective passages from the book "Conversations with Myself" by Nelson Mandela worked very well to facilitate critical reflection.		WHAT DID NOT WORK? Time constraints limited me from facilitating reflective dialogue and action.		
	WHAT SHOULD I MODIFY? I needed to create an opportunity for the participants to complete the transformative learning process to engage with others in reflective dialogue and action.				

5.5.3 Cycle 3: Plan, act, observe and reflect

The third action research cycle started in November 2016. The purpose of Cycle 3 was to facilitate Quadrant III (reflective dialogue) and Quadrant IV (action) of the transformative learning curriculum model. The aim was to bring participants together to facilitate the reflective dialogue of issues identified in their frames of reference they regarded as challenges in the leadership context. What was different about this goal in relation to the identification of challenges in the first cycle was that the challenges identified were what the participants reflected on in Cycle 2 individually. In the first cycle, the participants worked in groups. However, as mentioned, the second cycle focused on a one-on-one approach. Therefore, these identified issues were carried over to Cycle 3. Two participants from Cycle 2 could not take part in this cycle due to unforeseen circumstances. This reduced the total participants in this cycle to three. I analysed the data from their reflection journals and identified the following topics: Assertiveness; personal mastery and adapting to coping with change. The research question that guided the action research cycle activities was: How could reflective dialogue and action enhance leadership learning?

I discussed the progress and plans with critical friends, who proposed that I invite experts in leadership development and assertiveness (women in leadership) to join the session. The experts were briefed beforehand, and we agreed on their roles during the session. A workshop was planned on a Saturday. Finer details of the planning included reflection about the focal and instrumental theory that would guide my action plan; relevant activities to the issues identified; video clips relevant to facilitate reflection and dialogue; venue; resources and catering. I applied methodological inventiveness (Dadds & Hart, 2001) through including reflective video clips to foster dialogue in the workshop. Applying methodological inventiveness to create my living educational theory means that the individual researcher does not apply anyone else's methodological approach in their inquiry, but thinks of creative ways to generate their explanation of their educational influence (Whitehead, 2012).

De Bono's Six Thinking Hats (2000) offered a creative way to facilitate rational discourse. De Bono's Hats approach was applied to elicit different perspectives. The purpose of using De Bono's Thinking Hats was to direct thinking. Wearing different thinking hats means adopting a different perspective and proposing a questioning model, where one views a situation from different angles. The data collected for Cycle 3 included a focus group activity that was audio-recorded during the workshop and participant evaluation forms adopted from The Kirkpatrick Four-Level Training Model of 1994 (Kirkpatrick, 1996). Data analysed from the focus group transcriptions showed that the De Bono's Thinking Hats helped facilitate reflective dialogue from different perspectives. Evidence of the Kirkpatrick evaluation forms used is provided in **Annexure 22** of the Addenda section. The thinking hats used in the dialogue exercises guided brainstorming from a range of different perspectives.

During the workshop, the participants were asked to develop an action plan. An action plan implementation aid was provided that gave the participants guidance in terms of the item of learning they intend to implement; target dates they had to set; identification of barriers that might impede their implementation; time intended to start and complete; resources needed; potential benefits and commitment to review the progress of the action plan. Furthermore, a follow-up evaluation of the progress of the participants was also planned and implemented. The Kirkpatrick Model of Evaluation (1994) was adapted and evaluation activities were based on the model. The evaluation activities based on the Kirkpatrick model included the pre-evaluation participant input, workshop feedback form and contract-for-change sheet provided in **Annexure 22** of the Addenda section.

The Kirkpatrick Four-Level Training Model (1994) helps facilitators gain information regarding the effectiveness of their training in an objective way. The four Levels of evaluation are: (1) The reaction of the participant and their thoughts about the training experience; (2) the participants' resulting learning and increase in knowledge from the training experience; (3) the participants' behavioural change and improvement after applying the skills in the working environment; and (4) the action implemented after the intervention. In addition, I adapted a pre- and post-event evaluation form to determine the change in action. After three months, I conducted the follow-up interviews via email. Furthermore, I completed facilitation of all the quadrants in the transformative learning model. The third action research cycle ended in June 2017. Table 5-3 illustrates the action research planning and activities pertaining to Cycle 3 on the following page.

TABLE 5-3: CYCLE 3 – THE ACTION RESEARCH PLANNING AND ACTIVITIES

CYCLE 3		DATE STARTED: 2016-11-01	DATE ENDED: 2017-06-01	
RESEARCH QUESTION: How could reflective dialogue and action enhance leadership learning?				
PLAN	DIAGNOSIS: I needed to facilitate the third and fourth quadrant of the transformative learning curriculum model, which was reflective dialogue and action as time constraints limited me from completing these stages in the previous cycle			
	PARTICIPANTS: 3 Leaders and potential leaders in the TVET college sector. 2 experts (one in the field of women leadership in the TVET sector and one in leadership development).	SAMPLING: Convenience sampling	FOCAL THEORY: Transformative learning theory	INSTRUMENTAL THEORY: Glisczinski's transformative learning curriculum model
	ACTION PLANNING: - Plan a leadership development workshop to leaders and potential leaders in the TVET college sector. - Facilitate reflective dialogue and action - Consider the learning environment - Book a facility to host the leadership development workshop - Develop the lesson plan, data collection instruments. - Learning environment: Book a facility to host the leadership development workshop - Invite a panel of experts from the field			
ACT	IMPLEMENTING THE PLAN AND COLLABORATIVE INVOLVEMENT IN CORE ACTION RESEARCH PROJECT - Facilitate a leadership development workshop based on quadrant III (Reflective dialogue) and quadrant IV (Action)			
OBSERVE	DATA COLLECTION Pre-Workshop Participant Input; Workshop Feedback Form; Contract for Change Worksheet and Action Plan Audio recording and transcription from the focus group discussion My reflection journal to record my actions, reflections and possible learning			
REFLECT	WHAT WORKED? The De Bono's Six Thinking Hats worked well to facilitate dialogue from alternative perspectives The video clips worked well to stimulate reflective thinking and discussion about leadership challenges	WHAT DID NOT WORK? I was satisfied that I achieved the outcomes of the research project		
	WHAT SHOULD I MODIFY? I was satisfied with the outcomes of the project and felt that I grew as a facilitator of transformative learning. I was, therefore, ready to finalise the project and document my findings			

5.6 INTERPRETING DATA AND GENERATING EVIDENCE IN RELATION TO LIVING CRITICAL STANDARDS OF JUDGMENT

To support my claims to knowledge, I gathered data during the three action research cycles. To generate evidence involves processes, which include sorting and categorising the data, analysing the data for meanings, identifying criteria and standards of judgment and generating evidence (McNiff & Whitehead, 2011). Data analysis was the most challenging, yet exciting process. It took me a while to grasp this cardinal difference in other scientific research in relation to creating your own living educational theory. Yet, the difference is quite simple. Most other scientific research, except action research, requires analysis from the perspective of the researcher. However, in the case of action research, specifically Living Educational Theory (LET) of action research, the data analysis process requires analysis as well as meta-analysis. It might be relevant to explain this data analysis process in the Living Educational Theory of action research visually, as illustrated in Figure 5-3 below:

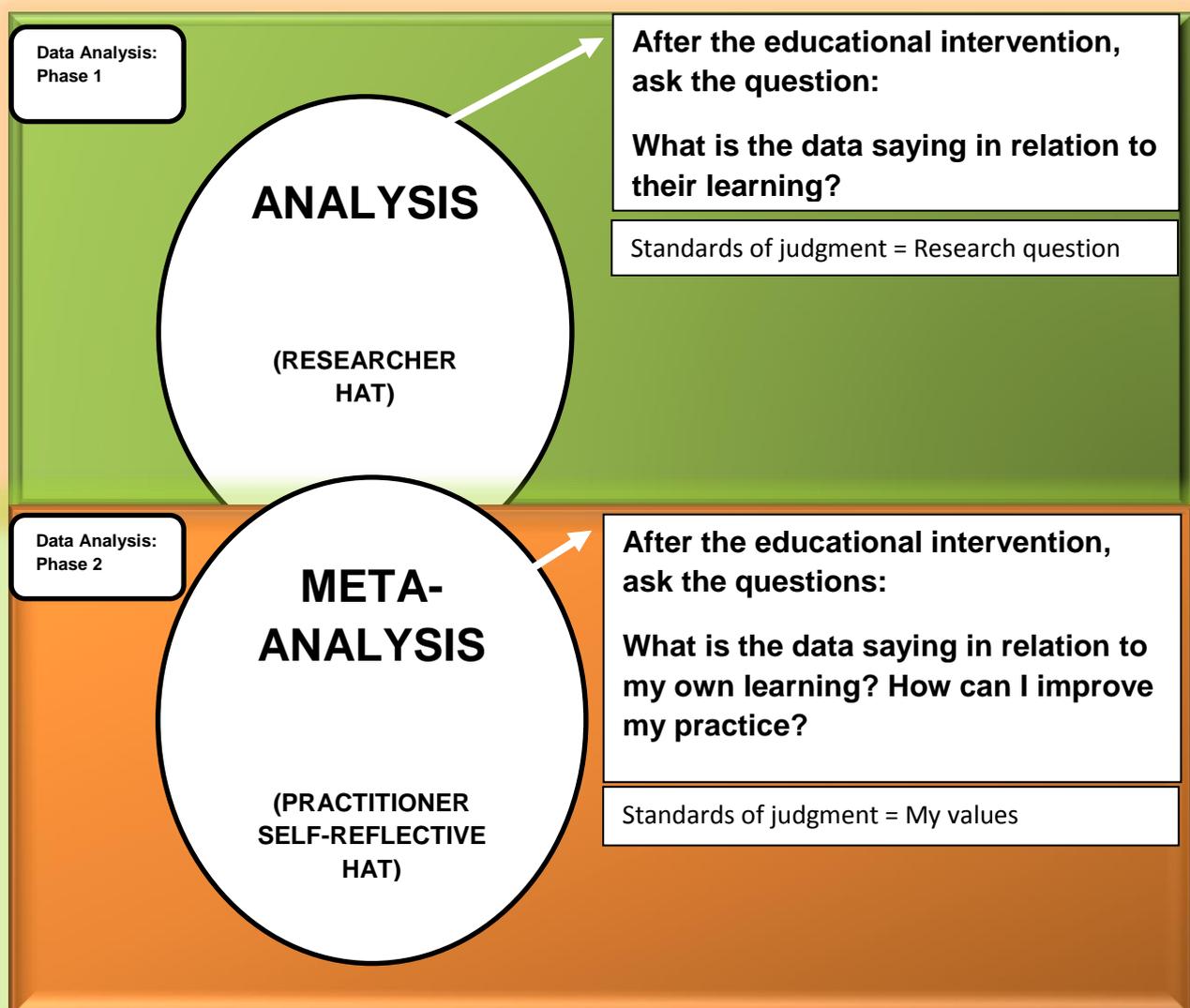


FIGURE 5-3: MY LIVING EDUCATIONAL THEORY (LET) ACTION RESEARCH DATA ANALYSIS PROCESS (MY INTERPRETATION OF THE PROCESS)

5.6.1 Analysis phase: Applying my researcher hat to the data analysis process

The purpose of the first phase of my data analysis process was to give me insight into the influence of the educational intervention on the participants. I adopted the role of the researcher. I analysed data in relation to the research question. I used the research question as criterion for judgment. The research question was: How could facilitating a transformative learning curriculum model build leadership capacity in the Technical Vocational Education and Training (TVET) sector? In accordance with action research methodology, analysis occurred during data collection through the recursive cycles of plan, act, observe and reflect as well as after data collection. I critically evaluated the different types of qualitative data analysis (content analysis; narrative analysis; discourse analysis; framework analysis and grounded theory).

I decided to apply thematic content analysis as it was best suited to guide my data analysis process to facilitate systematic, comprehensive and transparent data interpretation (Miles & Huberman, 1994). Although this method was time and labour intensive, it guided me to be reflexive and critical as I evaluated the data, using analytical and logical reasoning. Evidence of this processing of the data is provided in **Annexure 11, Annexure 12, Annexure 13, Annexure 14** and **Annexure 15** of the Addenda section. The sources of raw data, which I examined with the purpose of drawing conclusions about that information, were the following: Participant reflection journals; transcriptions from audio transcripts; workshop evaluation forms; independent participant evaluation and my researcher reflection journals. Evidence of the audio transcription is attached as **Annexure 24** in the Addenda section.

The qualitative data analysis process was an iterative and reflexive process, through which I progressively interacted with the qualitative data in a circular and non-linear manner. The interview data were transcribed, coded and categorised according to themes. Evidence of my practitioner-researcher reflection journals is attached as **Annexure 23** in the Addenda section. All data collection instruments that were not in typed form were then typed out and processed electronically. Evidence of this processing of the data is provided in **Annexure 19** of the Addenda section.

Data analysis continued, until there was a consensus on interpretation. Data analysis continued, until new information seemed to come forth during further analysis (Lincoln & Guba, 1985). The emerging codes and themes (Nieuwenhuis, 2010) relevant to my research questions, which emerged from the analysis of the data will be discussed in detail in Chapter 6 and Chapter 7. The following table represents the outline of my data analysis process as outlined in Table 5-4 on the following page:

TABLE 5-4: DATA ANALYSIS PROCEDURE

STEPS	PROCEDURE ACTION	PURPOSE
Step 1	Organising the data	To organise all the data. To transcribe relevant data and label the data. To store the data. To prepare raw data for coding.
Step 2	Categorisation of the data into concepts and codes and categories	To apply labels (codes). To identify and refining units of meaning for concepts. To identify categories.
Step 3	Develop a working analytical framework into themes	To find patterns and interrelationships. To establish themes and sub-themes. To identify an explanatory framework of themes as answer to the research question.
Step 4	Charting data into the categories and themes	To summarise data by category. To identify recurrent themes and patterns. Identify and map connections/relationships. To map connections/relationships/causality between categories and develop themes.
Step 5	Data interpretation	Comparing data placed in the same and conceptual category. To clarify and develop ideas about each category and its interrelations with other categories.

The next section explains the second phase of my data analysis process applied in this study, which relates to the meta-analytical view applied.

5.6.2 Meta-analytical view: Applying my practitioner self-reflective hat to the data analysis process

The purpose of the second phase of my data analysis process was to give me insight into the influence of the educational intervention on my own learning with the aim to improve my practice. My practitioner self-reflective hat was relevant to analyse data through a meta-analytical view. I used my values as criteria to evaluate, if I was developing a better understanding of my practice. The standards of judgment used to evaluate my work were drawn directly from my values. McNiff (2006) explained that the criterion that has been drawn directly from one’s values is “living standards of judgment”.

My core values of professionalism, ethical leadership, openness and transparency caused me to reflect on the following question: How can I challenge others to a transformed perspective without being open to a transformed perspective myself? That meant that as much as this research process had as purpose to evaluate the learning of others, I had to demonstrate openness and willingness to evaluate my own learning as well. The data analysis phase differed from the meta-analytical phase as illustrated in Table 5-5 below:

TABLE 5-5: DISTINCTION BETWEEN THE RESEARCHER DATA ANALYSIS VS PRACTITIONER-RESEARCHER META-ANALYSIS PHASE

Data Analysis Phase	Versus	Meta-Analysis Phase
<ul style="list-style-type: none"> • I analysed data from a researcher perspective • I analysed data to see what the data was telling me in relation to my educational influence in the learning of others • This meant that I analysed the data to see how the facilitation of a transformative learning curriculum influenced the participants’ learning • The guiding research question was my standard of judgment, against which the data was analysed 	Versus	<ul style="list-style-type: none"> • I analysed data from a practitioner-researcher self-reflective perspective • I analysed data to see what the data was telling me in relation to my educational influence in my own learning • This meant that I analysed data to see how I could develop my facilitation of transformative learning and improve my practice • My values became my standard of judgment to answer the question: How can I develop my facilitation of transformative learning?

As I reflected on the question of how I could improve my practice, I discovered the answer lies in learning to think critically. I started to engage critically with the literature on reflection (Carr & Kemmis, 1986; Dewey, 1933; Schön, 1983, 1990). Schön (1983) suggested that professional practitioners engage in two types of reflection: reflection-on-action and reflection-in-action. Reflection-on-action occurs, when an educator respectively reflects on past experiences/action. Conceptualised as a conversation between the practitioner and the situation, the “situation talks back, the practitioner listens, and as he appreciates what he hears, he reframes the situation again” (pp.131-132). During the meta-analysis phase, I reflected *on* the data. I realised the importance of criticism from critical friends. The role of critical friends is very important in the growth process of the facilitator, who aims to improve practice. Criticism guides internal reflection, even though it is often met with resistance from the one on the receiving end. Without constructive critique, I now realised I would have believed that I am in utopia and that everything was perfect, when it was not.

In conjunction with what Schön (1995) believed, my research needed to incorporate my own practice, where I could draw from my own tacit situational knowledge to generate my own personal theory out of that practice and feed back into the practice as I use new insights to act in new ways. I was experiencing in myself a living contradiction (Whitehead, 1989) in that I held a set of values about professionalism and ethical, visionary leadership; yet, I was systematically denying these values in practice. As practitioner-researcher, my real work according to McNiff (2006) was to improve learning, both my own and that of others, in order to improve practice. A developmental insider perspective implies that I would be researching my own facilitation practice as well as the practice setting and that while one’s practice cannot be separated from the setting, within which it takes place, a focus on one’s practice versus the actions initiated within the setting is an important conceptual distinction (Herr & Anderson, 2005). A focus on one’s own personal and professional self is a form of action research, usually called self-study (Bullough & Pinnegar, 2001) and such studies add to the literature on reflective practice and professional learning.

The meta-analysis process helped me to critique my practices in my facilitation that I accepted uncritically before. I realised my mistakes. I realised that in Cycle 1, I was dominating the discourse. Further critical reflection and analysis of the data highlighted that the workshop setting was not working. These are only two examples of how self-reflection guided my data analysis during the meta-analytical phase. In the section above, I explained my data analysis process. In the following section, I explain how I dealt with the challenging distinction and moving between practitioner and researcher role.

5.7 HOW I ADDRESSED THE COMPLEXITY OF THE PRACTITIONER-RESEARCHER ROLE

The researcher role and the practitioner role co-existed in this study. I, therefore, needed to take particular caution as my practitioner-researcher role was intertwined. Ethics could thus become difficult to manage, if I did not consider how to move between these intertwined roles in a manner that would allow for objectivity. I managed this delicate aspect through the analysis and meta-analysis process specified in the previous section. The conscious decision, which had to wear for a specified purpose, allowed me to maintain objectivity during the research process. During the analysis phase, I made a conscious decision to wear the researcher hat. In contrast, during the meta-analysis phase, I made a conscious decision to wear the practitioner-researcher hat. In this manner, I was able to maintain a delicate balance between as reflective activity and a rigorous research process.

In adopting a living educational theory approach, I could position myself as insider practitioner-researcher in this study. This meant that I am an insider researcher, who studies my own self/practice; contributes to the knowledge base and I have my traditions in practitioner-researcher, autobiography, narrative research, and self-study (Herr & Anderson, 2005). Clarifying my positioning as the practitioner-researcher within action research is important, as the degree to which researchers position themselves as insiders or outsiders will determine how they frame epistemological, methodological, and ethical issues in their dissertations (Herr & Anderson, 2005). The practitioner-researcher positionality contributed to an understanding of myself as practitioner, embedded within a context of others, which created a knowledge base that can be shown to inform and influence my educational practice. Campbell and McNamara (2009) concurred as they advocated the importance of inquiry for professional learning in educational contexts.

The researcher in me focused on employing methods, which included procedures for strengthening the validity and rigour of the research. Educational researchers progress through a rigorous research process to explain educational influences in their own learning, in the learning of others and in the learning of the social formations, within which the practice is located (Whitehead, 2009c). Within my living educational theory outcome of action research methodology (Whitehead, 2008), I employed a research plan in the form of action-reflection cycles as a method to engage with the question of improving practice to clarify and evolve the meanings of explanatory values and meanings. This research plan supported me to liberate and understand myself as practitioner-researcher in relation to others. In addition, as mentioned in Chapter 1, I followed Smith's (2011) advice to apply critical reflection that can involve reflection-on-action (after the event) and reflection-in-action (at the time of the event) as these type of reflection could support professional competency and professional development. Smith (2011) asserted that a self-critical form of

reflection can be used to gain insights and assess own thoughts and behaviours. The following section explains how I aimed to ensure validity and trustworthiness during the research process.

5.8 THE ETHICAL CONCERNS OF THE STUDY

Nearly all professional practitioners experience a version of the dilemma of rigour or relevance, Schön (2001) asserted. A crucial aspect for any practitioner-researcher to consider is how to ensure validity, legitimacy and moral authority during the research process. I found scholarly guidance in the work of Babbie and Mouton (2001, 2010); Denzin and Lincoln (2013) and Cresswell (2013) to consider these aspects during my educational research process. I took heed of the ethical considerations relevant to this study and demonstrated the ethical principles in high regard. According to these scholars, the ethics of research is what one morally ought to do or be in conducting, evaluating, disseminating and applying research to practice, are based primarily on ethical principles and on moral character, and need to be considered throughout the research process. The ethical considerations were to display traits of validity, credibility and trustworthiness in my research process. To adhere to the ethical principles, ethical clearance was obtained from the Stellenbosch University's Departmental Ethics Screening Committee (Curriculum Studies) before any research commenced. I adhered to the following ethical standards, which will now be explained.

5.8.1 Informed Consent

Basic information should be provided for potential research participants to inform their opinion about their participation. Participants should also be aware that they could get further information they might need at any time before the research commences. In approaching the field and our participants, all participants were required to complete a participant consent form issued to the research participants in this study before the research commenced. Informed consent refers to the basic information of the study available to the audience, which should include facts such as the purpose of the study and its basic procedures, the role and identities of researchers and their possible sponsors or other beneficiaries, and the use of data.

In this consent form, the research participants were asked to participate in the PhD research study. An informed consent form was prepared that regulates the informed consent as a mutual contract, which explains the purpose of the research, the expectations from the participant, the procedure with the data (how long it is to be stored, who will have access, how is anonymity guaranteed). The purpose of the study was explained. No participants raised any objections to complete the informed consent forms. Participants received a copy of the signed consent and the original was filed on record. The Participant Consent Form is attached as **Annexure 1** in the Addenda section.

5.8.2 Voluntary participation

Invitations for the leadership development work session were directed to the participants, whereafter participants voluntarily signed up through registration forms to participate in the sessions. The Advertisement for the work session is attached as **Annexure 4** in the Addenda section. Each person, who signed up for the work session received a participant consent form to document participation in the research studies. Included in the consent form was a notification and statement that participation is voluntary. People only need to participate in the research on a voluntary basis, and therefore the issue of voluntary participation and protection of participant details are vitally important.

Voluntary participation refers to a human research subject's exercise of free will in deciding, whether to participate in a research activity. This included an assurance that participation may be discontinued at any time, and that refusal to participate in, or withdrawal participation from, the project will result in no penalty or loss of benefits to which the subject is otherwise entitled. The participants in my research study in each cycle signed that they understood that the participation in the study is voluntary and that they could withdraw participation at any point. All participants signed the consent forms.

Not all participants (10%) completed the reflection journals during the leadership development workshops in relation to the 90% who completed and handed in the reflection journals. Two participants withdrew from the study. According to Babbie and Mouton (2001), a response rate of more than 70% is considered very good.

5.8.3 Confidentiality and anonymity

Anonymity and confidentiality in this study were adhered to by not revealing identification of research participants in the findings of results phase. The concepts of anonymity and confidentiality are closely linked in qualitative research. Wallace (2010) differentiated between these concepts and explained that anonymity is the protection of a research participant or site's identity. Confidentiality is the safeguarding of information obtained in confidence during the course of the research study. It may be oral (such as obtained during an interview) or written (obtained during a review of an individual's or entity's records and other documents). The computer-assisted software program that I used to analyse my data assisted me in this regard as no names are required, when feeding the data into the program. Anonymity is the assurance that individual participants in research cannot be identified (Vogt, 2005). I also acknowledged these ethical principles, when transcribing my audio recordings. Furthermore, even though I obtained signed attendance registers of the participants with all their contact details, I did not disclose any such information, when describing my sample in a previous section of this chapter. This brings me to an explanation of how I will attempt to present

quality research findings by adhering to rigour and trustworthiness criteria and strategies throughout the research process.

5.9 ENSURING THE QUALITY OF THE STUDY

Validity, trustworthiness, and credibility in research are regarded as a very important facet of the research process (Lincoln & Guba, 1985; Cresswell, 2007) to ensure the quality of the study. I executed a methodologically rigorous research process to enhance the quality of the research and ensure trustworthy findings. To ensure a rigorous research process, I explicitly expressed my professional bias; addressed ethical aspects of the research; ensured credibility through triangulation; representativeness in the participants' selection and chose data collection methods appropriate to the research objectives. The following illustration is a summary of how I applied validity, trustworthiness, and credibility in the context of this study in Figure 5-4 below:

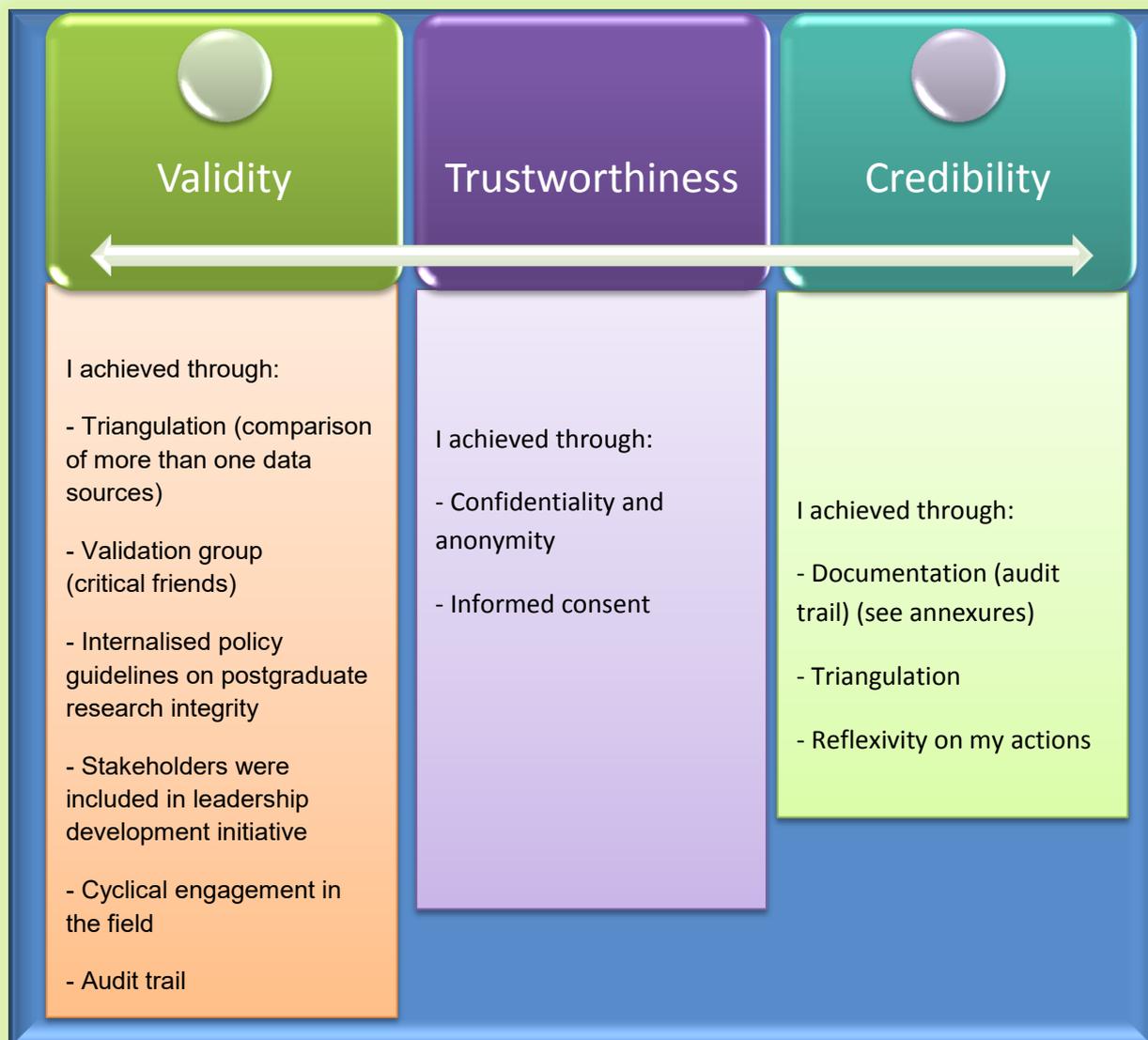


FIGURE 5-4: HOW I ENSURED VALIDITY, TRUSTWORTHINESS AND CREDIBILITY IN THIS RESEARCH STUDY

In addition, I considered and adhered to quality criteria for research using qualitative data (Lincoln & Guba, 1985; Babbie & Mouton, 2001, 2010; Tracy, 2010).

5.9.1 Validity

To ensure adherence to quality, I considered and adhered the following aspects during the research process:

- Confirmability (the extent to which the researcher has allowed his/her own values to influence the research, akin to objectivity);
- Dependability (the extent to which the findings could apply at other times, akin to reliability);
- Credibility (how believable the findings were, akin to internal validity);
- Transferability (extent to which the findings could appear to other context, akin to external validity).

I considered these concepts of validity, which refer to how the research study aimed to claim research findings as truth. Together, all these verification strategies must be integrated within our developing knowledge base and should incrementally and interactively contribute to validity, credibility and trustworthiness of data. I chose to adopt Herr and Anderson's (2005) validity criteria, which they aligned with the five goals of action research. Due to their guidance, I understood validity as the process that permits learning of practitioners, which includes credibility considerations such as triangulation of perspectives and methods. My quest was to answer my research question towards lifelong and sustainable learning. The iterative cycles of learning allowed me to reframe my questions to ensure that the research solves the research problem. The concept of aiming to "improve" relevant to action research assists to adapt a current situation and change it towards the desired outcome. I achieved triangulation through the comparison of more than one data sources obtained in journal entries, the participant reflection journals, audio recordings and semi-structured interviews, which enhanced my process validity.

I achieved dialogic validity through engagement with a critical friend and my validation group (my supervisors), who were instrumental in providing feedback that encouraged me to think critically and reflect about my research process. The feedback was not always easy to accept and absorb, but was critical in my developmental learning journey. Outcome validity was ensured through reading and internalising the policy and guidelines on postgraduate research integrity that guided my research practices. Catalytic validity was achieved through allowing myself to demonstrate openness for inspiration and transformation. This was achieved through the development of my facilitation practice through what worked or did not work during the facilitation process. The ethical and moral constructs relate to democratic validity. Voluntary participation and freedom to express their opinions and fears are ways, in which to achieve this in my research study. This brings me to the explanation of credibility applied in my study.

5.9.2 Credibility

Credibility in this research study was obtained through reflexivity on my actions and documentation (audit trail) obtained throughout the research process. Cresswell (2013) further suggests that researchers enhance credibility through conveying findings through rich thick description, clarifying the bias that researchers bring to the work, and presenting negative or discrepant information that runs counter to themes generated. As the researcher, I spent time looking for data in my data sets that could bring forth alternative perspectives and explanations and ones, which are referred to as 'negative or discrepant case analysis', but I could not find any such data.

Triangulation is an approach to research that uses a combination of more than one research strategy in a single investigation (Streubert & Carpenter, 1999). In cases of disagreement, I checked the evidence against evidence contained in recordings and transcripts. Triangulation was also used to further ensure the credibility of my research findings. Multiple participants' views were recorded during the research process that enhanced the triangulation of the research findings. The research strategies employed to enhance triangulation during my research process is demonstrated in Figure 5-5 below:

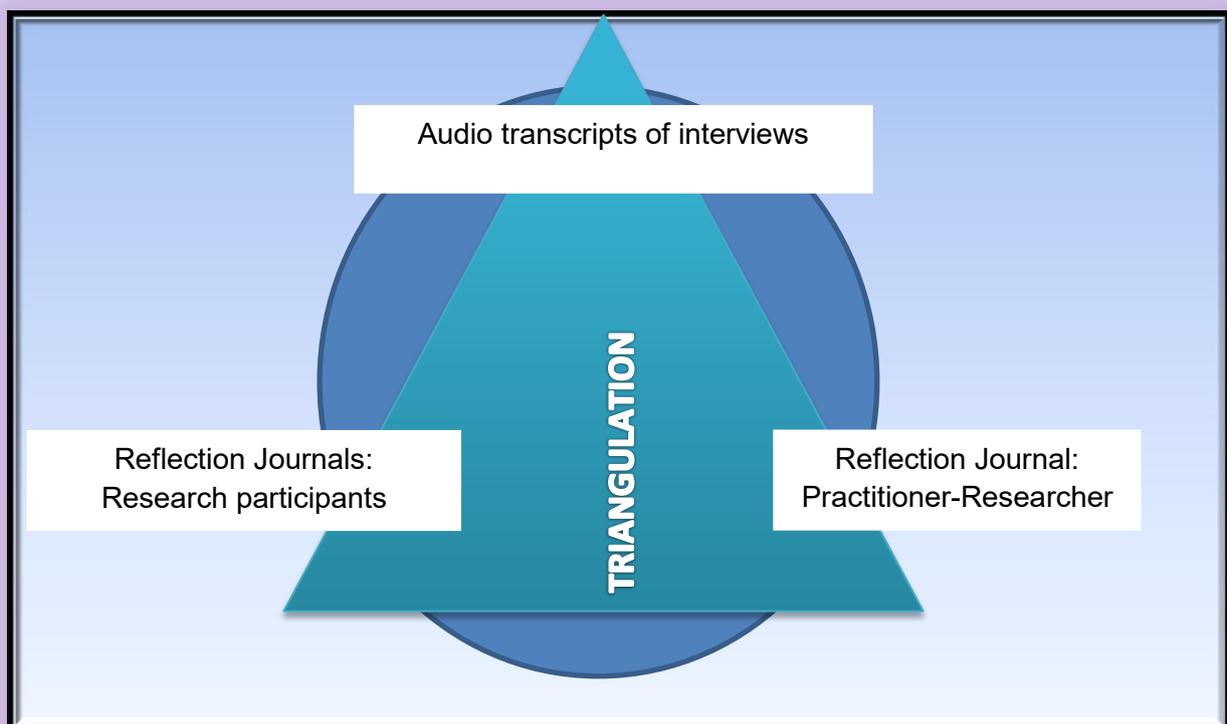


FIGURE 5-5: DATA SOURCES USED TO ENHANCE TRIANGULATION

The data sources used to enhance triangulation in this study included the reflection journals of the research participants, self-reflection journal entries and audio transcriptions of the interviewees in different cycles of the research process.

5.9.3 Transferability

I achieved transferability in this research study by providing detailed descriptions for the reader to make informed decisions about the transferability of the findings to their specific contexts (Lincoln & Guba, 1985). Transferability refers to whether or not research findings can be transferred to another similar context or situation, while still preserving the meanings and inferences from the completed study. In addition, O’Leary (2014) made reference to whether findings and/or conclusions from a sample, setting or group lead to ‘lessons learned’ that may be germane to a larger population, a different setting or to another group, without trying to generalise beyond the particular study.

I provided detailed descriptions, which comprise a complete description of the setting, including its boundaries, to facilitate comparisons (Babbie & Mouton, 2010; Nieuwenhuis, 2010). I provided “thick” descriptions of the findings so that the reader can assess the transferability. Furthermore, I considered the implications of how the findings of this study could be explored further and whether similar studies have pointed out similar results. The following section explores the methodological challenges experienced during my action research process.

5.10 METHODOLOGICAL CHALLENGES EXPERIENCED DURING THE ACTION RESEARCH PROCESS

One of the methodological challenges I experienced during the action research process was first to manage the dual roles of practitioner-researcher. The shifting between these roles can cause one to lose objectivity. Losing objectivity could then influence my approach to data collection, analysis and reporting of the data. However, I motivated how I managed to deal with this challenge in section 5.7 of this chapter. The second methodological challenge was to be patient with the developmental learning process. Developmental learning is a process that takes time and does not happen overnight. My facilitation developed as a result of reflection-on-action as well as reflection-in-action as it progressed through the action research cycles and stages of the process of plan, act, observe and reflect. The process was often frustrating and challenging. However, I learned that a developmental process could not be rushed or forced. It was through progressing through the action research stages that I could improve my facilitation practice.

The third methodological challenge was that two participants withdrew from the study. I could not communicate the length of the research project to participants beforehand. I could not communicate the length of the research project due to the fact that I could not foresee that the second cycle was not sufficient for my own development. Furthermore, I could not foresee that the second cycle was not sufficient for the learning of others and further modifications and actions were needed, which necessitated a third cycle. The participants were willing to participate during the

second action research cycle and the data from the critical reflective exercises, which they engaged in, showed promising learning. However, when I approached them a year later to ask if they would be willing to continue the learning activities in a third action research cycle, they declined. I assume that there was a gap in communication from my side to clarify the action research process and the time it could take to be part of the research study. I supposed they felt they contributed enough to the study, as they were both supportive of the research process and committed to their own learning in the second action research cycle. However, they were not willing to be part of the study for another six months or year.

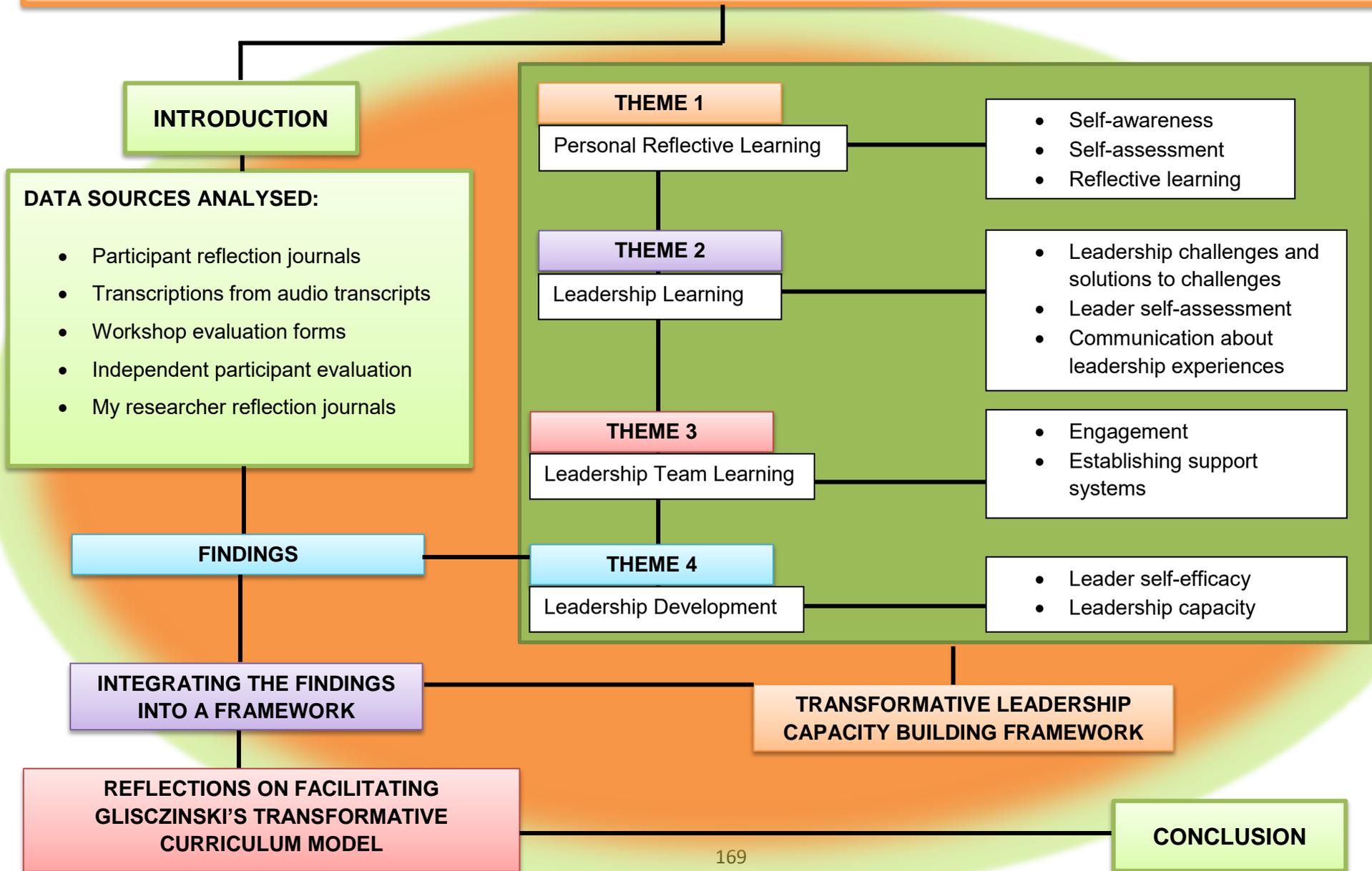
I think the lesson I learned in this challenge was that it is necessary for the action researcher to explain the process of action research to participants beforehand. This will allow them to make a more informed decision as to their voluntary participation in, what could result in a lengthy research process, if all the outcomes of the research are not achieved in a cycle. It must be communicated to the participants that if further modifications need to be made, it would be required that they participate in the process. If participants are informed of and understand the action research process, it could help them to make a better informed decision, whether to participate or not. If participants are informed of the process and are willing to participate throughout the length of the research study, it could help to avoid discontinuation of a participant's learning process. The researcher can thus get a true reflection, whether or not learning, growth or development of participants took place. These participants' results were discontinued at the point of achieving critical reflection. However, without facilitating the further quadrants in the transformative learning model, which was rational dialogue and action, the facilitation of transformative learning was not complete. It was based on this discontinuation in their learning process that I could not determine, whether transformative learning took place by these participants or not.

The fourth methodological challenge experienced was that progressing through the action research process of plan, act, observe and reflect is a very time-consuming process. The research process could not be completed, if I did not progress through these cycles in a manner that ensured the completion of all the stages of the action research process. As a result, the research study took five years to complete. However, I found that the action research stages allow for knowledge production through a systematic research process, which I found very useful. Each stage of the action research cycles required careful and thorough planning and consideration of the diagnosis of the problem; action planning; focal and instrumental theory, on which the action intervention would be developed. The action research stages further allowed for the systematic implementation of the action plan and data collection relevant to find out how the intervention influenced my learning and the learning of others. The action research process contributed to a rigorous research process to ensure the validity of the research. Now that I have clarified the methodological challenges experienced during this study, I will conclude the chapter in the section that follows.

5.11 CONCLUSION

The chapter provided a detailed description of the research design, my chosen theoretical paradigm and key philosophical perspectives. My defence for choosing my research approach to suit the research purpose was given. Key theoretical underpinnings of the action research methodology were provided. My positioning regarding the type of action research method that I chose was clarified. Data generation methods per cycle were explained. Methods for data transformation and synthesis were highlighted. Presentation of data display and consolidation was explained. The methodological challenges experienced and lessons learned were shared as well as how I addressed the complexity of the practitioner-researcher role during this research process. The following chapter provides the results, findings and discussion in relation to the facilitation of Gliszinski's (2008) transformative learning model in the context of the study.

**CHAPTER SIX
RESULTS, FINDINGS AND DISCUSSION IN RELATION TO SUB-RESEARCH QUESTION 2**



CHAPTER 6: RESULTS, FINDINGS AND DISCUSSION IN RELATION TO SUB-RESEARCH QUESTION 2

6.1 INTRODUCTION

The previous chapter presented an overview of my research design and methodology, as well as ethical and quality considerations. This chapter focuses specifically on and presents the findings in relation to **Sub-research question 2**, which was:

How could transformative learning build leadership capacity in the Technical, Vocational Education and Training (TVET) sector?

Research studies propose transformative learning in leadership development practices (Bushell & Goto, 2011; Ciporen, 2010; Closs & Antonello, 2011; Gray, 2006, 2007; Harris, Lowery-Moore & Farrow, 2008; Paulette, 2008). Based on scholars' critical reasoning towards the persistent challenges in the TVET sector (Blom, 2016; Gewer, 2016; Kraak, 2016) and evidence provided in Chapter 1 (section 1.4), I proposed leadership development based on transformative learning to address the problem. I believed transformative learning was relevant to facilitate a learning process that could help leaders deal with leadership challenges from a transformed perspective. I identified Gliszinski's (2008) transformative learning curriculum model as relevant to structure a transformative learning process (Chapter 3, section 3.4) in the context of my study.

During a three-cyclical action research process, the transformative learning curriculum model was facilitated over a five-year period. This chapter describes the findings in relation to the data collected and analysed. Thereafter, the results of data analysis and reflexive discussion, interpretation and second-order analysis will be provided. An overview of the findings in this section suggests that facilitating transformative learning in the leadership development builds leadership capacity in the TVET sector. Facilitation transformative learning enhanced personal reflective learning; leadership learning; leadership team learning and built leadership development in the TVET sector. The leadership development, based on transformative learning, further contributed to leader-self-efficacy; personal growth; new insights, perspectives and understanding; micro-level empowerment and transformative action, which provided the opportunity for leadership capacity building.

6.2 RESULTS FROM THE DATA ANALYSIS AND SYNTHESIS

Theoretical foundations I applied during the process of data analysis are illustrated in Figure 6-1 below:

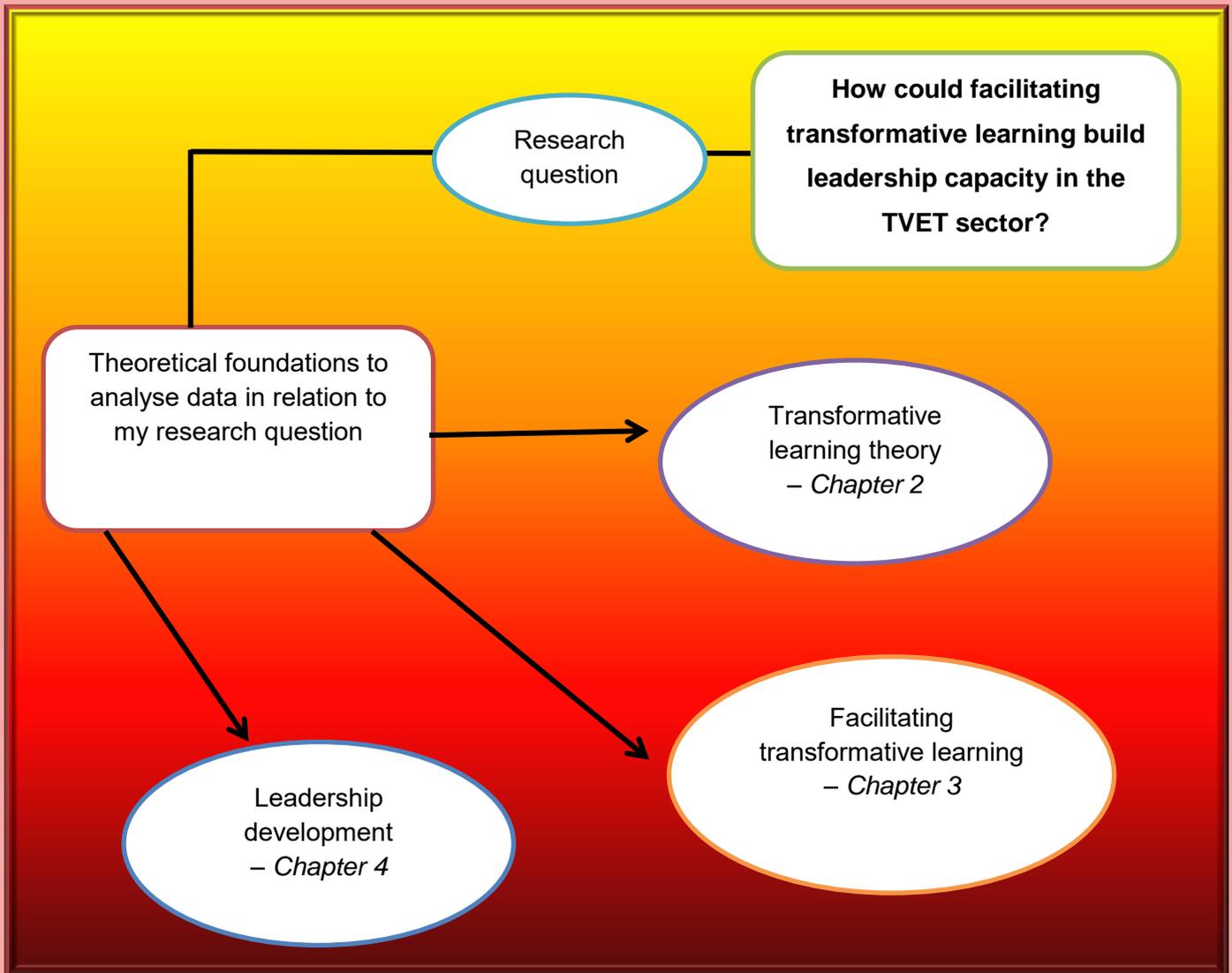


FIGURE 6-1: THEORETICAL FOUNDATIONS TO ANALYSE DATA DATA IN RELATION TO LEADERSHIP DEVELOPMENT DERIVED FROM THE LITERATURE REVIEW

Data was collected during the leadership capacity building initiative. Sources of raw data examined with the purpose of data analysis and synthesis were the following:

- Participant reflection journals;
- Transcriptions from audio recordings;
- Semi-structured interviews and focus group interview.

The computer assisted qualitative data analysis programme (Atlas.ti) was instrumental in the coding of the data. Each primary document⁴ formed a hermeneutic unit, in which I could allocate codes, categories and quotations. I coded the data from the data sources. The list of codes is presented to highlight the process of coding and themes generated before the discussion of these themes will be presented. Table 6-1 presents a list of codes determined by literature in relation to the concept leadership capacity building below:

TABLE 6-1: LIST OF CODES IN RELATION TO LEADERSHIP CAPACITY BUILDING DETERMINED BY LITERATURE

CODES DETERMINED BY LITERATURE	
Adaptability	Communication
Analytical thinking	Creativity
Behaviour	Critical thinking
Challenges	Decision
Change	Decisions
Change management	Delegation
Coaching	Emotional intelligence
Competencies	Empower
Conflict management	Ethics
Culture	Functional knowledge
Development	Individual
Future	Influence
Leadership	Innovation
Leading	Interpersonal skills
Learning	Management
Motivation	Mentoring
Negotiation	Personal awareness
Performance	Resilience
Problem solving	Self-efficacy
Reflectiveness	Strategic planning
Relationships	Strengthen
Resource allocation	Support
Self-development	Team
Values	Teamwork
Visioning	Vision

⁴ The Primary Document Manager in Atlas.ti numbered the primary documents consecutively, i.e. P1, P2, P3, etc. for each action research cycle. The abbreviation P stands for “primary document”.

The following list of codes that emerged from the data are displayed in Table 6-2 below.

TABLE 6-2: LIST OF CODES THAT EMERGED FROM THE DATA IN RELATION TO LEADERSHIP DEVELOPMENT

NEW CODES, WHICH EMERGED FROM THE DATA		
Alternative perspectives	Analytical insight	Action
Challenges	Diagnosis	Build confidence
Communication	Dialogue	Challenged
Consciousness of self	Discontent	Collaboration
Contextual learning	Encouragement	Collaborative
Conversations	Explore alternative solutions	Critical reflection
Critical analysis	Introspection	Leadership capacity
Emotions	Motivated	Leadership potential
Explore new options	New insights	Micro empowerment
Identify barriers within self	New perspectives, insights	Personal growth
Identify what they need to	New understanding	Reflect on action
Break free from	Open up	Reflective learning
Life purpose	Realise	Responsiveness
Meaning-making	Realise their potential	Self-efficacy
Problem-solving	Reflection on competencies,	Shift in perspective
Propose solutions	Dreams, aspirations	Support system
Reflecting on experiences	Reframe understanding	Understanding of self
Reflexive dialogue	Self-efficacy	
Self-awareness	Self-knowledge	
	Self-reflective	
	Shared experiences	
	Sharing views	
	Support	

The categories and resulting themes are displayed in the table below and on the following page. The themes were the following: Reflective Personal Learning; Leadership Learning; Leadership Learning Teams and Leadership Development as presented in Table 6-3 and Table 6-4 on the following pages.

TABLE 6-3: LIST OF CATEGORIES THAT EMERGED FROM THE DATA AND THE RESULTING THEME ONE AND THEME TWO

Theme One: Personal Reflective Learning (Abbreviation - PRL)			
Theme	Inductive Major Categories Abbreviations used during coding phase: PRL(SAW)(SAS)(RL)	Minor Categories	
Personal Reflective Learning(PRL)	Self-awareness PRL(SAW)	Awareness of self Introspection	
	Self-assessment PRL(SAS)	Self-knowledge Disclose fears and challenges Identify barriers in self Identify what they need to break free from	
		Reflective Learning PRL(RL)	Meaning-making Shift in perspective

Theme Two: Leadership Learning (Abbreviation - LL)		
Theme	Inductive Major Categories Abbreviations used during coding phase: LL(LCS)(LSA)(CLE)	Minor Categories
Leadership Learning (LL)	Leadership challenges and solutions to challenges LL(LCS)	Leadership challenges
		Solutions to challenges
	Leader-self-assessment LL(LSA)	Leader effectiveness Self-assessment about leadership role
		Communication about leadership experiences LL(CLE)

TABLE 6-4: LIST OF CATEGORIES THAT EMERGED FROM THE DATA AND THE RESULTING THEME THREE AND THEME FOUR

Theme Three: Leadership Team Learning (Abbreviation - LLL)		
Theme	Inductive Major Categories Abbreviations used during coding phase: LLL(E)(ESS)	Minor categories
Leadership Team Learning (LLL)	Engagement	Identify with others
	LLL(E)	Alternative views
		Building confidence
	Establishing support systems LLL(ESS)	Support system
		Collaboration

Theme Four: Leadership Development (Abbreviation - LD)		
Theme	Inductive Major Categories Abbreviations used during coding phase: LD(LSE)(LCB)	Minor categories
Leadership Development (LD)	Leader self-efficacy LD(LSE)	Self-efficacy
		Leadership capacity
		Personal growth
	Leadership capacity building LD(LCB)	New insights, perspectives, understanding
		Micro-level empowerment
		Transformative Action

It might be relevant to note that the abbreviations were used for my own tracking purposes and do not have relevance to the reader.

The key themes identified will be used as a basis for discussion and interpretation of the research findings in relation to the respective research question in section 6.3. However, before presenting a reflexive discussion, interpretation and synthesis of the findings, it might be relevant to present the findings per action research cycle, what I learned and how I modified my actions accordingly in the following section.

6.3 FINDINGS PER ACTION RESEARCH CYCLE: PRACTITIONER-RESEARCHER REFLECTIONS

Findings of this action research project indicate that personal reflective learning, leadership learning, leadership team learning and leadership development has transformative capacity building potential. The findings of this study were synthesised in a transformative capacity building framework. The Transformative Leadership Capacity Building Framework illustrates that the facilitation of a transformative learning curriculum model builds leadership capacity in the TVET sector. As an answer to the research question, the findings indicate that facilitating transformative learning contributed to personal reflective learning; leadership learning; leadership team learning and leadership development of leaders in the TVET sector.

6.3.1 Findings: Action research Cycle 1

The data collection instruments highlighted the following: The workshop evaluation forms and the participant reflection journals indicated that the workshops contributed to a valuable learning experience. The participants were involved in the learning activities. The participants were engaged in discussions with other colleagues, who were facing similar challenges. The participant reflection journals highlighted that the participants were able to identify the challenges they experienced in the TVET college sector in the micro, market and meso environment. They identified factors, which affect their ability to lead. Some of the challenges identified were based on an objective perspective that seemed to not be influenced by emotions, opinions or personal feelings, but were influences in their environment that hampered their ability to lead optimally. The findings support Bolden and Gosling's (2006) view that reflective writing is instrumental in leadership development and valuable to facilitate reflection on leadership challenges experienced.

Some of the challenges identified were based on a subjective perspective. These perspectives were open to greater interpretation, based on personal feelings and emotion about how they feel about the leadership challenges and how it affects them personally. Female participants were able to express their interpretation based on the feelings they experienced. What the data told me was that the leadership challenges in the TVET sector are real. In addition, the data indicated that the leadership challenges influence and affect the leadership capabilities of the leaders. Furthermore,

the data highlighted that the reflective exercises elicited consciousness about practice. The reflective exercises guided the participants to think about and analyse their leadership situations. However, I identified that although reflective and communicative learning took place, the deeper critical reflection that could guide the participants towards transformative learning was lacking.

The audio recordings and transcripts of these recordings from informal interviews indicated that the participants enjoyed the rational discourse exercises. This included sharing of their experiences with participants from other colleges. The interviewed participants commented on the value of this type of engagement, where they had to listen to alternative points of views. Positive comments were made about the dialogue and group work. The participants mentioned that they enjoyed discussing their problems and viewpoints with people from other colleges in the similar leadership authority and positions.

Participants participated in the learning activities. Participants were engaged in writing the reflection journals and the reflective activities. However, the independent observer-evaluation indicated that she was not sure if deeper, transformative learning really took place. She proposed that instead of focusing on the personal professional, I should edit my learning activities to focus on the professional personal to illicit deeper reflection about the leader in the working environment and the challenges they face. The reason for this was to alleviate a barrier that the participant unintentionally could place on the reflective accounts, if I would need them to move and dig in the place, where it would become uncomfortable, or that they would not be willing to share with me in a professional environment.

Journal entries indicated that I realised that facilitating transformative learning in a workshop setting with so many participants is a challenge. I felt that I could reach more depth in reflective activities, if I had a more one-on-one approach to the learning activities. Regarding my facilitation experience, the reflection journals highlighted my realisation that I became conscious of the fact that there was a crucial error in my facilitation paradigm. I facilitated the work-session from a paradigm of a transactional approach in terms of teaching, with additions of facilitation skills applied. This was not a conscious error caused on my part. I tried to be a good facilitator, but I never took the time to dig into my previous meaning schemes and structures to shift my old paradigms of thinking regarding facilitation. My schooling was received from a transactional teaching paradigm. I learned skills of facilitation at university and applied these skills, but my authenticity as a real facilitator of emancipatory, transformative learning was questioned in my personal reflective accounts. I became conscious and self-aware of my unquestioned frame of reference that needed to be challenged. Self-awareness allows us to understand and have empathy with other people, how they perceive us, our attitude and our responses to them in the moment (Ashley & Reiter-Palmon, 2012).

Engaging in the transformative paradigm initiated introspection as I was suddenly confronted with an image of myself that did not fit the transactional teaching paradigm. The image in the mirror did

not reflect a good facilitator as was perceived by myself anymore. The reality was disturbing, to say the least. The process of becoming self-aware and conscious of my present thoughts and actions was like an awakening from a deep sleep that I was not even aware of. Facing the reality and becoming mindful of my 'then' teaching paradigm was tough. The cognitive space of self-awareness made me realise that my view of myself as a good facilitator at the time, was somewhat distorted. My transactional education paradigm was outdated and could not be effective to facilitate change. I came to understand that I need a shift in behaviour, habits, pedagogy and approach.

The answer to the research question was the following: No incidences of transformative learning could be traced in the data and therefore, facilitating a transformative learning curriculum model in a workshop setting did not lead to transformative learning. However, the facilitation of a transformative learning did yield positive results in terms of personal reflective learning and leadership learning. The following results were analysed: First, the data indicated that some participants demonstrated self-reflexive thought, self-examination and introspection. Second, the data indicated an engagement in self-assessment, which involved self-knowledge; disclosure of fears and challenges; willingness to share the perceived barriers in themselves and a self-reflective account of what they think they need to break free from to become better leaders.

Third, the data indicated reflective learning incidences, through which participants could make sense of their challenging leadership experiences. The group dialogue exercises worked well as the participants discussed the leadership challenges and proposed solutions to these challenges. However, the workshop setting did not seem to work. I needed to modify my actions by facilitating transformative learning on a one-on-one basis. The key element in transformative learning is the critical reflection. Without critical reflection, transformative learning could not occur. Therefore, more critical reflection activities were needed.

The meta-analysis process helped me to critique my practices in my facilitation that I accepted uncritically before. I realised my mistakes. I realised I was dominating the work-session discourse. In hindsight, I awakened to the realisation that I made what might seem like simple errors, but errors big enough that it would hamper openness; critical reflection and democratic participation in the leadership development workshop curriculum. Errors such as standing in front of a whole group of participants. I became aware that a crucial developmental process is, when the facilitator of transformative learning can reflect on their own personal conscious experiences to construct learning and connect what they have learned from current experiences to those in the past as well as for future reference in the facilitation journey. Reflection through critical analysis of the self can make a positive contribution to continuing professional development and professional practice (Johns & Freshwater, 2005).

6.3.2 Findings: Action research Cycle 2

The data analyses highlighted the following: First, the audio transcripts from the semi-structured interviews indicated that the participants were able to relate with Mandela as a leader. However, the participant responses were in terms of their own level of engagement. Female participants seemed to demonstrate a higher level of emotional response to the learning activities and video clips. One female participant became so emotional that she cried. The participants were from different ethnic groups as South Africa is a multi-cultural society. The specific participant was an African female, whose response to and connection with the video story seemed higher than that of the other participants. Her responses seemed on a deeper level as she reflected on what Mandela meant to her and what she learned from his leadership. She engaged very well in critically reflective activities. An observation, when comparing the reflective incidences with the data in Cycle 1, is that the responses of all the participants were on a deeper level as those of the participants in Cycle 1.

The data indicated that participants were able to engage more critically in the learning activities. I learned that the facilitator must understand and nurture the role of emotions in the transformative learning process. Incorporating emotions, feelings, intuition and imagination has led to a more holistic understanding of transformative learning (Dirkx, 2008; Dirkx, Mezirow, & Cranton, 2006). I learned that the facilitator needs to guide the learner through a process of “learning liberation” through open dialogue, critical questioning and suspended judgment, while listening attentively with the intent to increase understanding (Mealman & Lawrence, 2002).

I learned that to communicate is an essential part of the communication process. I learned that the facilitators need to reflect on the progress of themselves and the learning in the transformative learning process in order to improve their practice. I learned that the facilitator needs to gain trust and respect. I learned that the video clips from the movie “*Long Walk to Freedom*” and reflective passages from the book “*Conversations with Myself*” by Nelson Mandela (Mandela, 2010) yielded positive results to support critical reflection. The answer to the research question was the following: I could facilitate critical reflection through the use of Mandela as leadership example. Video clips on his life and reflective passages from the book “*Conversations with Myself*” facilitated critical reflection.

I learned that the facilitator needs to engage with diverse transformative pedagogies and learning strategies to facilitate transformative learning in practice. Furthermore, I learned that the facilitator needs to understand the interconnection between the participants and systems in their context. I can only assume that the reason the Mandela example worked so well was due to the fact that Mandela is a leader in the South African context that the participant could identify with. What needed to be modified was that time constraints limited me from facilitating reflective dialogue and action with the participants. However, the transformative learning process would not be complete without these quadrants (reflective dialogue and action). I discussed the progress and findings with

critical friends. Based on my discussion with these critical friends, I decided that the following action research cycle needs to include activities that foster reflective dialogue and action.

6.3.3 Findings: Action research Cycle 3

The data collected for Cycle 3 included a focus group activity that was audio-recorded during the workshop. Data analysed from the focus group transcriptions indicated that the De Bono's Thinking Hats were instrumental in facilitating reflective dialogue from different perspectives. The thinking hats were used in the dialogue exercises in a manner to facilitate brainstorming from a range of different perspectives. The questions based on De Bono's Six Thinking Hats (2000) that were used to facilitate rational discourse seemed to yield positive results. De Bono's Hats approach was relevant to elicit different perspectives. The purpose of using De Bono's Thinking Hats was to direct thinking. Wearing different thinking hats means deliberately adopting a different perspective and proposing a questioning model, where one views a situation from different angles. Using De Bono's Thinking Hats in this manner to facilitate rational dialogue worked very well. The responses elicited were therefore from different perspectives and allowed the participants to reflect on the issue in a rational manner. The responses suggested a change in perspectives regarding the initial challenges and how do deal with these challenges.

What I learned was first, that the De Bono's Six Thinking Hats are a very useful tool to facilitate rational dialogue due to the reasons mentioned above. The thinking hats facilitated reflection on leadership issues from different perspectives. Furthermore, video clips to facilitate critical reflection on leadership challenges worked very well. The short video clips facilitated reflective responses from the participants in that they could relate to the stories in the video clips and make a connection between the stories in the video clips and their current reality.

The invitation of experts to form part of the group discussion and focus group worked exceptionally well. The role of the experts was to give input about their experiences based on facts and research on the challenges in the TVET sector. The experts did not dominate discussions, but provided a different dimension to the discussion by stimulating thinking and sharing their experiences, which the participants could relate to. Their input thus encouraged further reflective dialogue. In addition, I learned that my role was to facilitate, using interview skills such as prompting, listening; pausing; and asking follow-up questions at the right times.

As the answer to the research question, reflective dialogue and action could enhance leadership learning through guiding participants to see their leadership challenges from a different perspective. De Bono's Six Thinking Hats are instrumental in guiding discussions from alternative perspectives. Leadership learning was enhanced through encouraging participants to imagine new possibilities (Lawrence & Cranton, 2009) and alternative options (Mezirow, 2000). As the facilitator in the process of facilitating transformative learning, I felt as if I gained trust and respect. It is through

trustful relationships that individuals feel they are allowed to have questioning discussions, share information openly and achieve mutual and consensus understanding (Taylor, 2007). After I provided an overview of the findings per cycle in the section above, it might be relevant to proceed to the reflexive discussion, interpretation and second order analysis of the findings.

6.4 REFLEXIVE DISCUSSION, INTERPRETATION AND SECOND ORDER ANALYSIS

The following findings were generated in relation to the research question during the action research process:

- Finding 1: Facilitating transformative learning enhanced personal reflective learning;
- Finding 2: Facilitating transformative learning encouraged leadership learning;
- Finding 3: Facilitating transformative learning supported leadership team learning;
- Finding 4: Facilitating transformative learning enhanced leadership development.

6.4.1 Finding 1: Theme 1 – Personal Reflective Learning

Synthesised under the theme of reflective learning, the following inductive categories/sub-themes emerged from the data, which were self-awareness; self-assessment and reflective learning as precursors to personal reflective learning of the participants. The data suggested that facilitating transformative learning enhanced personal reflective learning. The following evidence is provided to substantiate this claim:

6.4.1.1 Theme One – Sub-Category One: Self-Awareness

The data indicate that through facilitating transformative learning the participants were able to provide aspects of themselves that seemed to be hindering them being the leader they felt they needed to be. The data indicate that the participants became conscious of themselves in terms of personal or leadership capacity within the leadership context. The evidence is presented as an example of the participant becoming conscious and being able to identify own weakness are demonstrated through the following excerpt:

⁵*P12:33 Not believing in myself is holding me back (114:114)*

⁵ The quotation identifier combines the primary document number and the quotation sequence number. The quotation identifier P12:33 means that the quotation is part of the twelfth (12) primary document, and it is the 33rd (:33) quotation that was created in this document. The identifier (114:114) signals the start and end position of the coded segment in the Quotation Manager of Atlas.ti

Identifying a personal strength is highlighted in the following participant response:

P8:59 I have an element of strong perseverance in me (194:194)

The data suggest the reflective learning activities awakened consciousness that centred on the 'self'. The participant's response is an example of the awakening of self-awareness, as indicated by the following excerpt:

P:6:26 Amidst the challenges in my college, I realise my importance and I acknowledge the role I have to play in this organisation (17:17)

The word 'realise' seems to indicate a shift from a level of unawareness to a state of conscious awareness. Awareness of self can be broadly understood to be an unfolding, reflective awareness of being-in-the-world, including a sense of one's past and future and gives shape to the experience (Ochs & Capps, 1997). Such sense of one's past and future may include an awakening of feelings or emotions, as indicated by the narrative excerpt of the following participants:

P:12:37 I have a fear of the unknown (126:126)

P:12:32 My fear of failure is a problem (111:111)

Snyman (2007) argued that to have a high degree of self-awareness, including emotional awareness, is imperative to be able to identify the assumptions being brought to particular settings and understand the limitation of their application. The following transcript extract demonstrates Snyman's argument practically:

P2:7... um... the thing is, I believe in myself, I don't wait for it to come from another person, but I look down on myself... that is my problem and has been for a long time... so I need to walk tall, especially if I'm doing something right. (68:68)

P3:15 If I start with myself, I think I need to change my mind-set (24:24)

The data suggest reflection on themselves in the leadership context enhanced consciousness raising or self-awareness. Self-awareness is the capacity for introspection and the ability to recognise oneself as an individual apart or separate from the environment and other individuals. Self-awareness is having the clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation and emotions. Furthermore, self-awareness is underpinned by the ability to imagine a future that is better than the past, to evaluate an alternative, and identify problems and progress towards an ideal. Intertwined are the process of self-reflexive thought, self-examination and introspection (Ashley & Reiter-Palmon, 2012) relevant to leadership development. It was evident that the reflective learning activities enhanced the awareness of self. The second sub-category, which is self-assessment, will be explored further.

6.4.1.2 **Theme One – Sub-Category Two: Self-Assessment**

Participants reported qualities in themselves that are hindering them from being a better leader in the working environment. The data indicate self-knowledge as indicated in the following excerpts:

P8:59 I have a strong sense of purpose (personal) and passion for the TVET college sector (194:194)

P8:14 I have the ability to plan/develop and implement changes - Taking staff with you (59:59)

P11:52 I have the ability to work independently, while also being able to effectively work in a team (196:196)

The data indicate the disclosure of fears and challenges. The evidence suggests that the leaders are able to identify barriers in themselves and the ability to identify what they needed to do to break free from factors hindering them from becoming better leaders.

P12:45 I'm bogged down by the daily grind - I don't feel as if I have the time to do everything that I want to do. I have vision and all these ideas, I know what needs to be done, but I have to get through the daily tasks first before I can get into the creative problem-solving that I want to do (150:150)

P13:12 I fear to take the first stand (51:51)

The data indicates an engagement in self-assessment, which involved self-knowledge; disclosure of fears and challenges; willingness to share the perceived barriers in themselves and a self-reflective account of what they think they need to break free from to become better leaders.

P3:45 I need to move away from negativity and start thinking out of the box to make things happen. I need to take initiative and be innovative to do this (80:80)

The participant responses indicate self-knowledge as a precursor to understanding what hampers leadership development and growth.

P12:10 My low-self-esteem is holding me back (45:45)

P12:53 I need to stop procrastinating (189:194)

P2:23 I am indecisive... I can't take decisions...I can't be firm and make decisions, but I'm learning. And I consider other people much more than myself. At least I need to be selfish and uh...consider myself. I know that you need to consider other people, of course, (sigh), but at least for once; I must consider myself as well (208:208)

The participants' responses indicate individual perceptions unique to their personal situation. Some of the responses were, however, the same, such as indicated below:

P12:39 I need to break free from negativity (132:132)

P13:4 I need to break free from negative people (27:27)

P13:7 Negativity (36:36)

P13:33 I must ignore negative comments (114:114)

The data suggest the relevance of self-assessment to assess their own situation. Self-assessment is a process of formative assessment, during which the individuals reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work and revise accordingly (Andrade & Du, 2007). In this context, self-assessment assisted the participants to identify the factors in their micro, meso and macro environment that were holding them back from being the leaders they were supposed to be.

6.4.1.3 **Theme One – Sub-Category Three: Reflective Learning**

The data indicate reflective learning incidences. The following evidence is an illustration of how the participant identified the challenge in her working environment and made meaning thereof:

P1:5 ...ummm... yah, I think I can write a book about the challenges I am facing right at this moment. This morning, when we had a meeting, I actually discovered that for the past five years, I am the only ...um....female programme manager among seven or eight.. um.. men programme managers. The fact that the faculty is an Engineering faculty and my programme is an NCV programme, it is much more challenging, you know .. um... coming to work in the morning and to realise you are the only rose among all the thorns and you have to be bold. You have to... you know... put your foot down and say what you feel... and I think that is the biggest challenge, because what the men think.. and they are not even scared to say it, is that I cannot do this and I cannot do that, because I am a female, but what they do not realise is that... you know... we as females, we are bold. We can do whatever they can do. I might not, you know, be able to teach a learner ...um...to actually...um...how can I say... to build maybe a brick wall... or... you know... to rectify a toilet...at the Civil Engineering, but in my faculty, what I can do or what I can give to my students, isn't not what they can actually give to their students. Because with the practical experience I've got because of the 18 years' experience I brought from my previous working environment, which I apply here at the Technical and Vocational Education and Training Environment,... you know... that made me bold.... Standing out as a rose among the thorns. If you know me, you will know I don't keep quiet when it comes to...you know... when it comes to my students, or when it comes to my staff or when it comes to my programme. And I do put my foot down and I embrace the challenges that are coming my way (146:146)

The data suggest that the participants were able to identify factors in themselves and their working environment, through which they could make sense of their experiences. The participants reported incidences involving consciously thinking about and analysing what was happening in their leadership context.

The data indicates incidences of personal dialogue about their experiences.

P14:12 I must not become negative, but continue to influence what I can. Sometimes you see barriers in front of you and think, oh, I can't do this because of that and that. Look at the challenge he (Mandela) had. He was in a small environment (prison cell), but yet he came out of that. And we can learn from that (123:123)

P2:33 Often you think low of yourself or you have a low self-esteem, like me. You think of ag, I can't do it because of challenges. But we all come out of this situation and we need to grow, we need to go forward (340:340)

The reflective learning incidences were identified and categorised as meaning-making and shift in perspective.

The data further indicate that the reflective exercises elicited a deeper, analytical level of thinking and meaning-making of the experiences. As indicated in the following excerpt:

P2:23 I've learned that I can be emotional at times and uhhh... there is a lot that I must still work through in myself. Like... when things happened... in my life. Before I was not able to talk (emotional)...so (voice trembling).. so, things like...counselling... (crying).. I must go for counselling. Because talks like this do help... I always thought I'm strong, but now I know I am not strong... (208:208)

P9:32 Dreams and fears now become plans and possibilities. Challenges always have solutions, if you think creatively and share in a community of good practice for good ideas. Almost like a kickstart (107:107)

P2:14 I feel positive and I am now convinced that it is achievable. I was made to see another perspective (58:58)

Reflective learning is a way of allowing participants to step back from their learning experience to help develop critical thinking skills and improve on future performance by analysing their experience (Boyd, 2001). Reflective learning refers to making meaning of an experience and think about how they can improve performance. Furthermore, reflective learning can be summarised as the ability to look back over an experience and break it down into its significant aspects such as any factors affecting success or failure.

The degree of reflection that the participants engaged in, however, seemed to differ, as the same learning activities and questions posed relevant to the learning activities, did not stimulate the same level of reflection by all the participants. The data indicate that some participants seemed to demonstrate a deeper level of reflective learning, when asked to reflect about the leader, Mandela. As indicated in the following participant response:

P3:16 Yet, again, there's the mind-set. We must grow. We can't sit with the bitterness that pushes us down. Like a load that's on your shoulder. Thinking, oh, I was treated like that many years ago, for example, during the apartheid years. I come from that era and have experienced it. But we need to leave that all behind and we need to walk tall like Mandela. We need to grow in all spheres of life (105:105)

The following evidence suggests that the video clips elicited positive responses and reflective learning incidences from participants.

P15: 34 Sometimes, you see barriers in front of you and think, oh, I can't do this because of that and that. Look at that challenge he (Mandela) had. He was in a small cell and difficult situation, and he was in a small environment, but yet he came out of that. And we can learn from that (81:81)

Five levels of reflection based on the theories of Schön (1987) are theorised. This reflection rubric included the following levels: Level 1: Nonreflective: Habitual Action; Level 2: Nonreflective: Thoughtful Action; Level 3: Reflective; Level 4: Critically Reflective; and Level 5: Transformative Learning. Some participants achieved the reflective and critically reflective level of reflection, which was Level 3: Reflective, and Level 4: Critically Reflective level of reflection, such as indicated in the following excerpt:

P15:23 I am indecisive... I can't take decisions...I can't be firm and make decisions, but I'm learning. And I consider other people much more than myself. At least I need to be selfish and uh...consider myself. I know that you need to consider other people, of course, (sigh), but at least for once; I must consider myself as well (208:208)

Other participant responses, however, only portrayed Level 1: Non-reflective: Habitual Action and Level 2: Non-reflective: Thoughtful Action. The awareness of self is the foundation on which transformative experiences can develop (Brown, 2004; Cranton & Wright, 2008; Merriam, 2004; Mezirow, 2003). Reflective learning provides a way of recognising and maximising the personal value of a learning experience. Personal reflective learning refers to the type of reflective inquiry that could lead to insights about habits of mind and heart, and help participants see how their habits influence actions (Hedberg, 2009). An important outcome of reflective learning is this exploration and internal examination process, which is a cornerstone to changing one's perspective (Hay, Pelter, & Drago, 2004). Research by van Woerkom, Nijhof, and Nieuwenhuis (2002) supports the notion of incorporating reflective learning activities in leadership development initiatives as it encourages leaders in their ability to withstand social pressure, be critical, take a vulnerable position, ask for feedback and evaluate their own performance. To summarise the above-mentioned sub-themes that emerged, self-awareness, self-assessment and reflective were merged under the theme of personal reflective learning.

6.4.2 Finding 2: Theme 2 – Leadership Learning

Synthesised under the theme of leadership learning, the following inductive categories/sub-themes emerged from the data, which were reflecting about leadership challenges and assessment of leader effectiveness in the midst of these challenges. The data suggest that facilitating transformative learning encouraged learning. The following evidence is provided to substantiate this claim:

6.4.2.1 *Theme Two – Sub-Category One: Reflection about leadership challenges and solutions to these challenges*

Participants in Cycle 1 and Cycle 2 reported leadership challenges, which in their view affected their leadership effectiveness. The data indicated leadership challenges as perceived by the participants in the capacity of leaders and potential leaders in the TVET sector. Thereafter, the participants were able to highlight proposed solutions to these challenges. Participants in Cycle 1 were encouraged to reflect on how it felt to propose practical solutions to the problems. The purpose thereof was to provide learning opportunities that encourage the exploration of alternative personal perspectives. The exploration of alternative perspectives guided participants to not only focus on the challenges in the sector, but for them to find alternatives or solutions to these challenges as indicated in the following excerpt:

P15:12 ...yoh... it's difficult to answer that question... will I ever be able to break through to men... because ...you know...uhm... I think... uhm... they know that I'm firm... you know...and that I say what I want to say and what is in my heart. So they won't ... there's neve, when they will tell me no, but the fact is, this is an engineering campus and I don't think, yes... we are the best performing programme, if you take the five campuses and look at their performance for the past five years, so if you look at our certification rate and our ...uhm... our pass rate. So, we are tops. I think that is a way of breaking through, proving to the men my worth as a female leader. Because they could not achieve the pass rate without my part in it as well. I, therefore, need to understand and realise that I am important too. My role here is important. If they take me out of (College name) they will have a 30% or a 40% pass rate. Currently, we are standing for all the programmes at this campus at 55%. But if you take a 100% pass rate our section is contributing, it improves the overall pass rate of the college. So, they won't be able to take me away here and place me at Khayelitsha or place me at Muizenberg without it affecting their overall performance. They will have to stick with me because our section is the best performing programme. So, I realise my importance and I acknowledge the role that I have to play in this organisation (113:113)

The participants were able to share their proposals with others in the group to provide opportunities for assessment and feedback. Evidence of participant responses is illustrated in the following excerpts:

P9:1 You can make a valuable contribution, if given the chance to do so (17:17)

P14:2 It makes you face away from the challenge that comes your way with the belief that you have power within yourself as a change agent (20:20)

P9:6 I have some power and responsibilities (32:32)

P9:9 Positive and motivated to accept the challenge (41:41)

The data indicate a willingness to assess their leadership power within the challenging context. It is important to assist leaders to create and make sense of their experiences and in so doing, “reconstruct reality” and “recompose truths” (Drath, 2001). The following data suggest positive feelings towards providing practical solutions.

P3:50 I feel positive and know that with the drive I have, I am able to contribute to the sector and make a difference and influence others (171:171)

P3:28 It helps me to rethink and focus my strengths to the areas I can influence (100:100)

The data indicate the value of allowing and or/providing the time necessary for the personal exploration and the intensity of the experience.

P9:11 It allows you to think that I'm able to make a contribution and that I can bring about change, development and support (47:47)

P5:6 I realise I must not be negative, but continue to influence what I can (35:38)

Understanding the leadership challenges from the participants' perspective provided me with a comprehension of the complexities affecting the worldview of participants. Worldview requires interpretation and, therefore, the investigator must recognise and take into account the worldview of the participants. The data suggest that participants create and make sense of their experiences in constructing perceptions of the challenges through their worldview. I, therefore, needed to analyse how challenges influence the participants' worldview, as leadership for action require reflection on the worldviews. The following theme subcategory will hereafter be explored.

6.4.2.2 Theme Two – Sub-Category Two: Leader-self assessment

Data indicate that participant were able to identify capabilities and skills about themselves in the leadership context. Some participants reported on aspects that hampered their ability to become better leaders. Evidence to substantiate the above statement is provided in the following excerpts:

P13:3 I think I need to possibly delegate more to others so that I have the time to be more creative (23:24)

P11:63 I am a change agent (241:241)

P11:30 I am visionary and able to see change as positive (109:109)

These participants' responses provide views that highlight the ability to critically evaluate their own leadership in context. Data indicate that participants were willing to participate in reflective thought turning the mirror onto themselves.

P4:28 I must come up with a strategy on how to deal with difficult people (108:108)

P2:9 Forgetting about the rear mirror view and focus on the windscreen view (43:43)

The data responses indicate that some participants were able to intrinsically engage in thought about leadership skills, traits, competencies, abilities and experiences in the leadership context, which reflects leader self-assessment.

P12:29 Getting too bogged down with everyday activities (not seeing the wood from the trees (102:102)

P12:35 I get demotivated about financial resources (120:120)

P13:50 Learn not to give up – deal with own procrastination (177:177)

Self-assessment is useful to improve leadership skills. Leader self-assessment is the ability to self-reflect on leadership skills, strengths, traits, competencies, abilities and experiences in the leadership context (Blake & Mouton, 1994). They were willing to participate in reflective thought, where they turned the mirror onto themselves. The data suggest that some participants were willing to participate and share thoughts about what they felt was hampering their leader effectiveness, as indicated in the following participant responses:

P13:4 I also need to allow others the space to do things their way and be open to the way other people may want to tackle problems (27:27)

P3:44 I need to be the leader I desire to be (153:153)

P3:65 I must embrace change and move forward (217:218)

The data suggest reflective thought about what they think needs to change, while other responses involve confirmative thoughts to themselves, as indicated by the participant responses from their reflection journals.

P3:50 Must have the belief that there is an answer to every problem (171:171)

P12:46 I don't like to hurt people's feelings – I need to be more direct and address issues that bother me and not let them brew (153:153)

Not all reflection journals indicated such willingness to participate in this exercise. Some of the participants' reflection journals pertaining to the self-assessment questions were left unanswered. Participation refers to the level of involvement of participants in the educational endeavour and to how actively they are engaged in the educational activities and the degree to which they are willing to share their experiences (Taylor, Duveskog, & Friis-Hansen, 2012). However, participants completed the self-assessment questions in their participant reflection journals in Cycle 1. For transformation to be facilitated, participants needed to engage in critical thought about their own

beliefs about experiences and expertise (Belenky & Stanton, 2000; Daloz, 2000). Many of our most guarded beliefs about ourselves and our world – that we are smart or dumb, good or bad, winners or losers, are inferred from affective experience outside of awareness (Mezirow, 1978). Fostering critical consciousness starts with the ability to conscientise the participants about their own perceived reality as a basis for self-understanding, inclusiveness and reflective action. Reflective thought stimulated through relevant learning activities could, therefore, guide the participants to awareness about these beliefs about themselves as a basis for action. This brings me to the explanation of the next finding, which was leadership team learning.

6.4.3 Finding 3: Theme Three – Leadership Team Learning

Synthesised under the theme of leadership team learning, the following inductive categories/sub-themes emerged from the data, which is engagement and reflective dialogue and support systems. The data suggest that facilitating transformative learning supported leadership team learning. The following evidence is provided to substantiate this claim:

6.4.3.1 Theme Three – Sub-Category One: Engagement and Reflexive Dialogue

Participants in Cycles 1 and 3 reported positive experiences of communicating with other participants about leadership experiences.

P2:19 I was reluctant at first. Gradually, I opened up to the team and became free and open. (74:76)

P2:24 It was scary! But cathartic at the same time. A great load off my chest/shoulders (91:93)

P2:26 Good – makes one refocus and think harder. I got more inputs from the group. It is important to share with positive people (99:101)

The data suggest that the dialogue activities encouraged sharing of experiences and talking about the perceived leadership experiences, personal goals and dreams to participants from other colleges.

P2:13 It felt great to share my dreams with my colleagues around the table. It made me feel it can be done (55:55)

The data indicate the role of engagement and reflexive dialogue as an important aspect in leadership development.

P2:39 I got a sense of direction (142:142)

P2:5 YES, I CAN DO IT! It feels nice to share your feelings. The funny thing is that the others told me things I already knew. Hearing it from them sounded/felt better. It was confirmation of what I already knew (31:31)

The learning activities further involved listening to alternative views about held assumptions. Other team activities involved discussing solutions to problems in groups. When asked how they felt about the learning activities that facilitated engagement and hearing alternative views, the participant's response seems positive. The data suggest that dialogue in group settings could lead to alternative perspectives.

P2:29 Makes me understand that I will have to think out of the box (112:112)

P14:2 It was really a good feeling to share because I felt that it was really a load off my shoulders to share with positive people and get some advice. The fears have disappeared and I can now see another side of my dreams and fears/obstacles. At this stage, I think everything is achievable, if you stick to your goals and dreams and I am reminded of the runner in the video clip – nothing put him off from completing the race (22:22)

The data suggest that dialogue can play an instrumental role in the generating of alternative perspectives.

In addition, the data indicate the role of trust in order to share personal opinions, as indicated in the following participant response:

P2:33 I felt relieved as really no one can be trusted these days. If you speak to somebody about your fears, they usually relay that message to the Exco. But it was different here (124:124)

Openness to internalise the views of others seemed to play a role in the acceptance of others' views.

P2:8 It helped me to build confidence and to open up to other people. In due course of time, it will happen. I need to create opportunities for myself (37:37)

In the field of transformative education, group communication is viewed as a potential crucible for transformative learning (Wilhelmson, 2006). Mezirow (2003) suggested that in sharing one another's narratives in small groups, participants are able to compare their ways of interpreting common experience with the ways of others and identify and critically assess their own taken-for-granted frame of reference. As the participant indicated in the following excerpt:

P14:8 It felt good to get an outside view to my problems. Now I feel it can be done. To remove the negative and focus on the positive. I felt comfortable explaining the situation (40:40)

This finding concurs with King and Wright (2003) that group communication exercises can be powerful for reflecting on personal beliefs, values and assumptions as participants can gain an increasingly pluralistic view and alternative perspective. Dialogue and narrative are recognised ways, through which adults make meaning and transform their understanding of the world (Bruffee, 1999; Rossiter, 1999). The findings suggest that dialogue plays an important part in meaning-making towards leadership learning.

6.4.3.2 **Theme Three – Sub-Category Two: Support System**

The data indicate that the rational discourse and dialogue activities encouraged identification and established a support system, where participants could identify with other participants from other colleges.

P2:23 We realise we have similar issues at different campuses (88:88)

The data suggest that dialogue seemed a positive experience for some participants. Engagement with others seemed to encourage support systems, where relationships could be developed with members from other colleges as (outsiders) with similar challenges as indicated by the following participant responses below:

P14:32 If I get uhh...stuck, emotionally, academically, then this platform can help me fall back and talk to someone, who I see as my mentor just to guide me and steer me on the road I have fallen by the wayside. Some of the people here helped me to think and see things differently than where I can in my current situation (292:292)

The data indicate that communication seemed to be a building block for connection; relationship forming; gaining alternative perspectives and collaborative reflection.

The data indicate that sharing personal feelings is not easy for all participants. Not everyone was willing to share their internal feelings and emotions with others. When I asked how it felt to share with others, two participants explained:

P15:19 At first, it was difficult to open up to others, I was reluctant at first, but it helps because other people show other ways of dealing with the same problems or challenges (74:76)

P15:27 It was not easy to share, but it was encouraging (104:106)

The data suggest that communication with others helped to facilitate open dialogue to help understand and gain a look at the situation from a different perspective, as the participant alluded to above. Cranton (2006) explained that the goal of transformative learning is to alter beliefs or attitudes (point of views), change perspectives (habits of mind), and move towards new frames of reference that may generate new understandings, opinions and justified actions (p.23). One participant's view (P3:18) after the dialogue sessions was that it:

Makes me understand that I will have to think "out of the box" (111:111)

The major benefits of collaborative reflection are that it triggers explication of tacit knowledge, facilitates individual reflection by challenging one's own understanding and interpretation of an experience, fosters sharing of individual experience and promotes joint sense-making of shared work practice. Collaborative reflection both acts as a catalyst for individual reflection and enables sharing and construction of new knowledge on a group level (Knipfer *et al.*, 2012). The data suggest the value of communication, dialogue and rational discourse as a learning strategy. Three strategies are mentioned above, though the purpose was to facilitate rational discourse, this

objective was not always achieved. However, the learning strategies that aimed to facilitate rational discourse encouraged communication, dialogue and alternative perspectives.

6.4.4 Finding 4: Theme Four – Leadership Development

Synthesised under the theme of leadership development, the following inductive categories/sub-themes emerged from the data, being leader self-efficacy and leadership capacity building. The data suggest that facilitating transformative learning enhanced leadership development. The following evidence is provided to substantiate this claim:

6.4.4.1 *Theme four – Sub-Category One: Leader Self-efficacy*

The participants were asked to identify and examine assumptions about barriers that are holding them back to achieving their leadership capacity. The data indicate that some participants linked the barriers to intrinsic factors within themselves. The data further indicate that participants linked their barriers to external factors in their working environment. The data suggest that the reflective learning activities guided the identification of the intrinsic and extrinsic barriers, which are hampering their leadership potential and development. The following table is evidence of the intrinsic and extrinsic perceived barriers of the participants illustrated in Table 6-5 on the following page:

**TABLE 6-5: PARTICIPANT RESPONSES INDICATING LEADERSHIP DEVELOPMENT
(REFLECTING ABOUT THEIR OWN INSTRINSIC BARRIERS)**

Intrinsic barriers expressed by participants	Extrinsic barriers expressed by participants
Participant responses (verbatim)	
<p>P12: 9 Shyness (42:42)</p> <p>P12:10 Low-self-esteem (45:45)</p> <p>P12:11 Personal challenges (48:48)</p> <p>P12:13 Lack to follow through (54:54)</p> <p>P12:14 Financial discipline (57:57)</p> <p>P12:15 Not selfish enough (60:60)</p> <p>P12:32 Fear of failure (111:111)</p> <p>P12:20 Procrastination (75:75)</p> <p>P12:31 Personal issues (108:108)</p> <p>P12:33 Not believing in myself (114:114)</p> <p>P12:37 Fear of the unknown (126:126)</p> <p>P12:39 Negativity (139:139)</p> <p>P12:21 Lack of discipline (78:78)</p> <p>P12:22 Confidence (81:81)</p>	<p>P12:1 Maybe certain factors like resources and absenteeism get in the way of your goals, and one tends to think that it is not realistic goals, not achievable (18:18)</p> <p>P12:2 Heavy workload (21:21)</p> <p>P12:3 Long hours (24:24)</p> <p>P12:4 Lack of growth (27:27)</p> <p>P12:5 Lack of opportunities within the FET sector (30:30)</p> <p>P12:6 Can't go further than this position unless the HRM retire or resign (33:33)</p> <p>P12:8 The lack of support from my immediate manager (69:69)</p> <p>P12:24 Circumstances (87:87)</p> <p>P12:25 Negative people (90:90)</p> <p>P12:26 Bureaucracy (93:93)</p> <p>P12:34 Enough resources to start (117:117)</p> <p>P12:45 Daily grind – I don't feel as if I have the time to do everything that I want to do. I have all these ideas, I know what needs to be done, but have to get through the daily tasks first before I can get into the creative problem-solving that I want to do. I also don't like to hurt people's feelings – I need to be more direct and address issues that bother me and not let them brew. (150:153)</p> <p>P12:52 Continuous change (183:183)</p> <p>P12:47 My responsibilities as campus manager (158:158)</p>

To encourage a shift in perspective, to move them from a point of feeling disempowered and bogged down to a point of realising the value they had, the participants were encouraged to dig within themselves and think of the skills they had; what they had to offer. The rationale behind this was to encourage participants to make sense of and interpret the perceived factors hampering their own leadership potential.

The following are evidence of these participant responses:

P8:14 I have the ability to plan/develop and implement changes – taking staff with you (59:59)

P8:13 I can empathise and reorganise the pockets of excellence as a result of some staff contributions (56:56)

P8:36 Can work under pressure (125:125)

The data suggest that personal leader development starts with an acknowledgement of personal identity, talents, potential and making a conscious effort to improve personal skills. The participants internalised and reflected on the skills they perceived they had to offer. If they could go a step further towards improving the skills that they feel they need to deal with their current challenges in their context, this could lead to personal and professional development. Mezirow (1990) explained that when we use such interpretation to guide decision-making or action, then making meaning becomes learning. The participants provided a list of skills they perceived they had to offer the TVET college sector environment, amidst the challenges they faced. The data findings support Day and Antonakis's (2016) argument that leaders develop and learn through experience, especially challenging experiences.

During the reflective exercises in Cycle 1, the participants were encouraged to reflect on the skills they had to offer, but also reflect on what they needed for the development of their leadership potential. The question posed to the participants was what they thought they needed to do to take the crucial step towards improving their skills.

The evidence from the reflection journals was as follows:

P3:26 The first step is to apply at a university, which is what I am focusing on and I have started the process. I need to plan better. Get my wife on board and convince her that this will not be money wasting (94:94)

P3:18 I need to get information, on which institutions are currently available in offering the studies I want to enrol for on a part-time basis (70:70)

The data suggest that leaders must cultivate an in-depth understanding of their own strengths and limitations and be skilled in the use of self to lead others. The data indicate that the step towards understanding their skills and developing these are imperative.

The data further suggest that facilitating transformative learning could contribute to leader self-efficacy. During the facilitation process, the participants were encouraged to reflect on the perceived skills they thought they had to contribute to their professional environment. Transformative learning has a distinctly personal dimension and has the capacity to stimulate considerable changes in the leader's self-understanding. Mezirow (1991) stated that transformative

learning involves ‘an enhanced level of awareness of the context of one’s beliefs and feelings [and] ‘...involves profound changes in self, changes in cognitive, emotional, somatic, and unconscious dimensions’ (pp.161, 177). The data suggest that facilitating transformative learning could enhance leadership development, as leadership development encourages the development of leaders’ self-efficacy, which is a person’s belief about their capabilities to produce effects.

6.4.4.2 Theme four – Sub-Category Two: Leadership capacity

The data from Cycle 3 indicate that facilitating transformative learning builds leadership capacity. Participant responses to support this claim are the following:

P9:2 It makes you face away ... challenge that comes your way with the belief you have within yourself as a change agent (20:20)

P9:7 I realise that I can influence certain things (35:35)

P9:11 I feel like I’m able to make a contribution and that I can bring about change, development and support (47:47)

One participant’s response (*P15:20*) at the end of the third cycle indicated the following:

P15: I feel empowered (77:77)

The data from Cycles 1 and 3 indicated that bringing the leaders together to diagnose, strategise and discuss the leadership challenges builds leadership capacity. Leadership capacity refers to the perceived abilities, skills and expertise of the leaders. The data suggest that facilitating transformative learning enhanced leadership development. During Cycle 1, participants were encouraged in groups to sit together to develop practical action plans after identifying challenges and proposing solutions to these challenges. The participants developed action plans together. Building leadership capacity means broad-based, skilful involvement in the work of leadership.

The data suggest that facilitating transformative learning enhanced interactive group dynamics. Instead of working on their own, the leadership learning groups could build collaborative working groups that could think out of the box to find solutions to the problems at hand. The data suggest that facilitating transformative learning created a platform for leaders to brainstorm, think out of the box, discuss and formulate action plans to the effect the solutions proposed by them during the group sessions. The data support Blaney’s (2012) argument that leadership development involves bringing leaders together as a collective to diagnose, strategise, develop action plans; increase responsiveness, and to become more flexible to adapt to the changing environment.

6.5 OVERVIEW OF FINDINGS AS ANSWER SUB-RESEARCH QUESTION 2

In summation, this section provides an answer to the sub-research question 2 answered in this chapter, which was:

How could transformative learning build leadership capacity in the Technical, Vocational Education and Training (TVET) sector?

Based on the findings in relation to this sub-research question, with evidence provided to support the claims made, the answer to the sub-research question pursued is the following: Personal reflective learning illuminated self-awareness; self-assessment and reflective learning. In future leadership development interventions, the facilitator should encourage self-awareness; facilitate self-assessment activities and reflective learning activities. Facilitating transformative learning encouraged reflection about perceived leadership challenges provided the opportunity to reflect on creative solutions to the leadership challenges; leader self-assessment and communication about leadership experiences. The findings in this research study support Day's (2014) argument that leadership development processes and outcomes, focused on individual capabilities, is essential to build leadership capacity in the organisation.

Facilitating transformative learning encouraged leaders to share leadership experiences, which included sharing these leadership experiences with other leaders, who worked at different colleges, but shared the same experiences that others could identify with; it created connectivity to others and alternative perspectives as other leaders helped the leaders to think differently about the problems experienced. The findings concur with Kegan and Lahey (2009) as they believed that leadership challenges can only be met by transforming the leaders' mind-sets, therefore leadership development, focusing on constructing experiences more generally, including one's thinking, feeling and social-relating, is essential.

Facilitating transformative learning created a support system and leadership networks. Facilitating transformative learning guided the leaders to reflect on leader self-efficacy and identify barriers holding them back from achieving their optimal leadership potential. It also guided leaders to reflect on leadership skills and leadership capacity. In addition, facilitating transformative learning encouraged collective diagnosis and to strategise and helped leaders develop action plans. Based on the research findings, the following conclusions can be made:

- Facilitating transformative learning enhances personal reflective learning; leadership learning; leadership team learning and leadership development;
- Facilitating transformative learning supports learning and meaning-making within challenging organisational context;
- Facilitating transformative learning encourages active participation in the learning process;

- Facilitating transformative learning supports learning, where participants have the opportunity to engage deeply in their own learning;
- Facilitating transformative learning invites leaders to make meaning from their leadership experiences.

The answer to my research question in the beginning of this chapter is therefore illustrated through the following Figure 6-2⁶ on the following page.

⁶ Original contribution to knowledge – Expanding on the work of Glisczinski (2008) – Cross-reference Chapter 8 Section 8.3

Transformative Capacity Building Framework

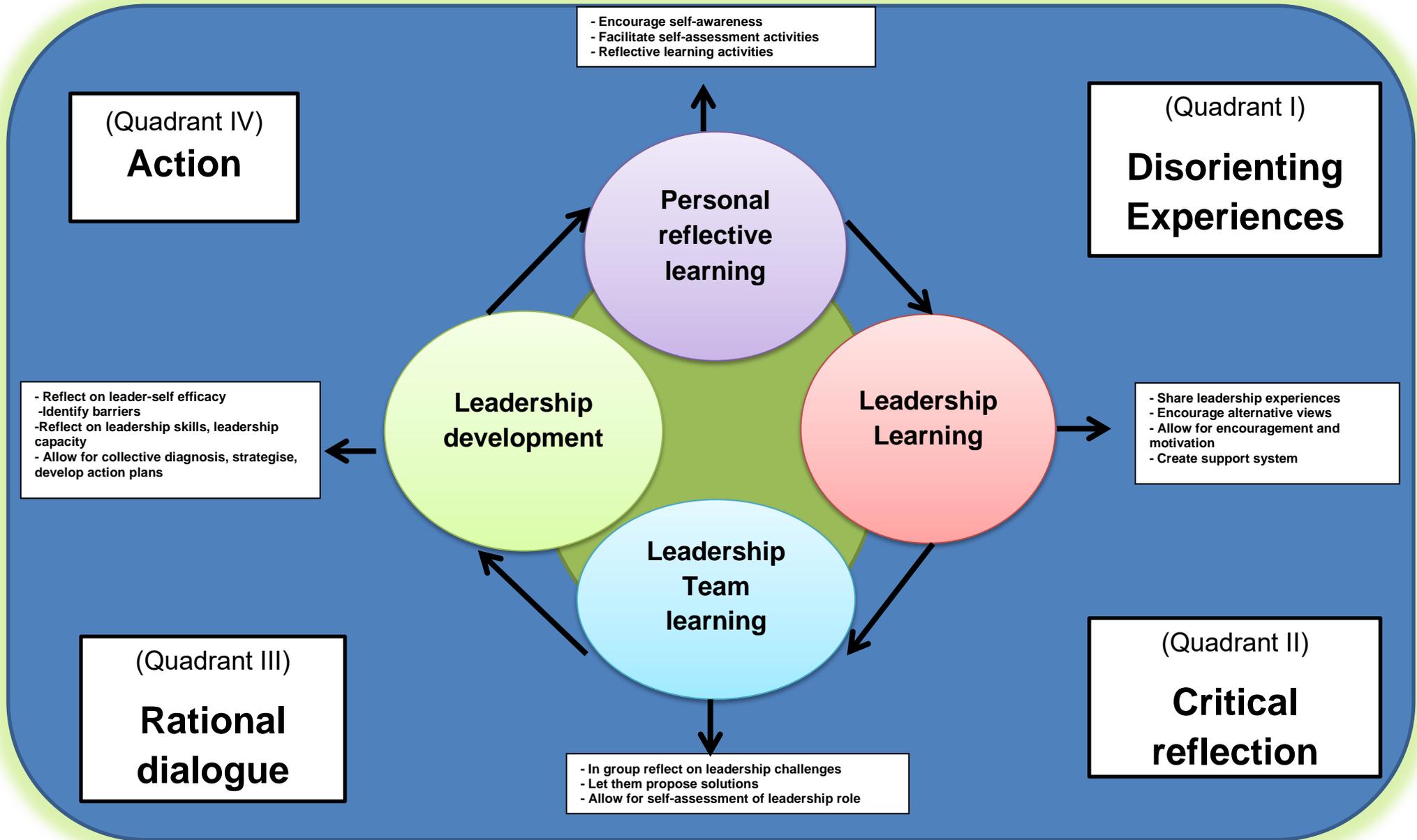


FIGURE 6-2: A TRANSFORMATIVE CAPACITY BUILDING FRAMEWORK FOR LEADERSHIP DEVELOPMENT

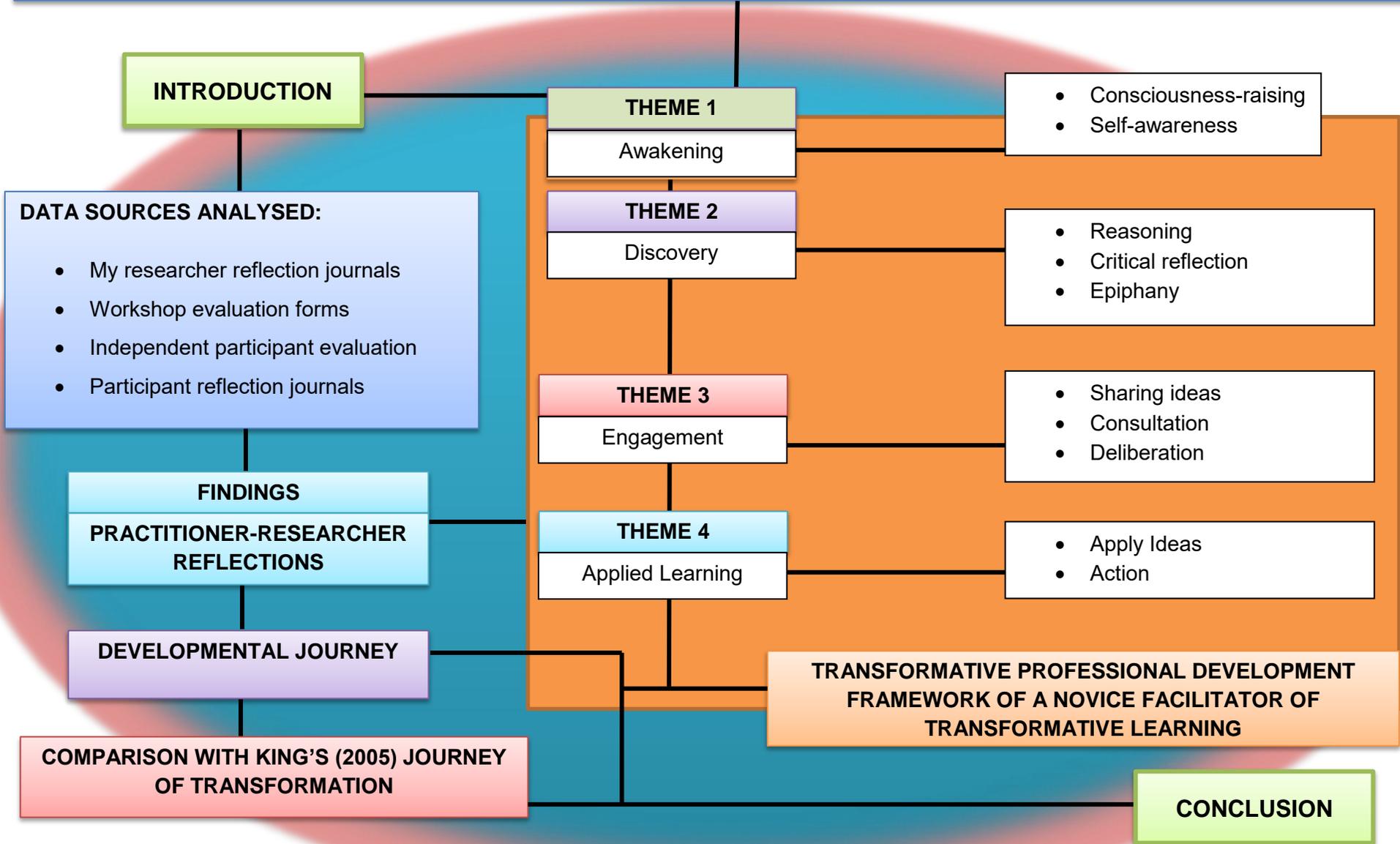
6.6 CHAPTER SUMMARY

The chapter reported the findings from the data collection sources used in this study. The purpose of the study was to facilitate transformative learning for leadership development in the TVET sector. The research sub-question, which has guided this section of the action research process, has been addressed in the discussions of the data and the findings in this chapter. This chapter aimed to consolidate research findings, which sought to answer **Sub-research question 2**, which was:

How could transformative learning build leadership capacity in the Technical, Vocational Education and Training (TVET) sector?

This research question was answered through a data analysis process that provided structure to how data were analysed and findings interpreted. The data were gathered from data collection instruments such as participant reflection journals; transcriptions from audio recordings; semi-structured interviews and focus group interviews. The participants' perceptions and the other sources of data were carefully considered and interpreted in every cycle of the action research process. Facilitating transformative learning contributed to leader-self-efficacy, potential personal growth, new insights, perspectives and understanding, micro-level empowerment and encouraged transformative action. Facilitating transformative learning provided the opportunity for leadership capacity building. Facilitating transformative learning encouraged dialogue, engagement and established support systems. The findings suggest that facilitating transformative learning invites leaders to make meaning from their leadership experiences and build leadership capacity from the inside out. The following chapter explores the educational influence of the research on my own learning.

**CHAPTER SEVEN
RESULTS, FINDINGS AND DISCUSSION: A FRAMEWORK TO DEVELOP THE FACILITATION OF TRANSFORMATIVE LEARNING**



CHAPTER 7: RESULTS, FINDINGS AND DISCUSSION IN RELATION TO SUB-RESEARCH QUESTION 3

7.1 INTRODUCTION

The previous chapter explored data in relation to how facilitating transformative learning builds leadership capacity in the Technical, Vocational Education and Training (TVET) sector. The evidence suggests that facilitating a transformative learning is valuable to build such leadership capacity. The findings suggest that a transformative learning curriculum model enhanced personal reflective learning; leadership learning; leadership team learning and leadership development. This chapter focuses on and presents the findings in relation to **Sub-research question 3**, which was:

How could I develop my facilitation of transformative learning through reflective assessment of my limiting assumptions towards change?

Numerous studies contributed to an understanding of facilitating transformative learning practice (Brookfield, 2005; Cranton, 2016; Cranton & Merriam, 2015; Dirkx, Mezirow, & Cranton, 2006; King, 2003, 2004; Kroth & Cranton, 2014; Merriam, Caffarella, & Baumgartner, 2007; Nerstrom, 2017; Taylor, 2000, 2007; Taylor & Cranton, 2012; Yorks & Kasl, 2006). Diverse research guided the facilitator how facilitating transformative learning in practice offers practitioners guidance on ideal conditions and methods that facilitate transformative learning (Apte, 2009; Bridwell, 2013; Brookfield, 2012; Brookfield, 2015; Cranton, 2006, 2016; Cranton & Carusetta, 2004; Kroth & Cranton, 2014; Cranton & Merriam, 2015; Dirkx, 2012; Illeris, 2014; King & Heuer, 2009; Lange, 2004; Mällki, 2010; Mantas & Schwindt, 2014; McGonigal, 2005; Merriam, Caffarella & Baumgartner, 2007; Mezirow & Taylor, 2011; Taylor & Cranton, 2012; Yorks & Kasl, 2006). However, there is a gap in research regarding the epistemological development and learning of facilitation practice.

My research suggests similar perceptions of transformative professional development based on the work of Cranton and King (2003); Cranton and Carusseta (2004); Cranton and Wright (2008); Cranton (2010) and King (2004; 2005). However, building on the work of Kumi-Yeboah and James (2012), there seemed to be a research need to document the findings of the novice experiences of a facilitator of transformative learning. To address this identified research gap, this chapter aimed to validate my argument that the facilitator of transformative learning could be challenged to a transformative process. This chapter provides a reflective account of my practitioner-researcher developmental process. This chapter describes the process of data analysis in a meta-analytical state, as most of the data interpreted in this chapter included practitioner-researcher reflection journals. This meta-reflection is an essential part of developing an epistemology of practice towards

professional development. Even though it is essential to guard against the potential of bias, Boud *et al.* (2013) emphasised the role of meta-reflection and experience in learning processes. This section reports on findings related to the data collection instruments that highlighted reflection on action in retrospect. This chapter aims to explain “what happened” during the facilitation process, in hindsight analysed from my perspective to seek answers to the research question of how I can develop my facilitation of transformative learning. This chapter presented the data interpretation, emergent themes and resulting findings. This chapter culminates with the lessons I learned during the facilitation journey, as answer to **Sub-research question 4**.

7.2 RESULTS FROM THE DATA ANALYSIS AND SYNTHESIS

I approached the data analysis: First, I analysed and coded literature sources. In the first phase of the data analysis, the aim was to find out what literature highlighted about the facilitation of transformative learning. Second, I analysed and coded raw data sources collected during this study. In the second phase of the data analysis, the aim was to find out what the data sources highlighted about my experiences about facilitating transformative learning in practice. This approach provided interpretation of what literature was saying about the facilitation of transformative learning in relation or contradictory to my experiences regarding the facilitation of transformative learning.

To develop a conceptual understanding of literature on transformative learning, I retrieved a list of codes that could broaden my understanding regarding the facilitation of transformative, according to the scholarly community. I gathered literature sources to draw codes (Brookfield, 2005; Cranton, 2016; Cranton & Merriam, 2015; Dirkx *et al.*, 2006; King, 2003, 2004; Kroth & Cranton, 2014; Merriam *et al.*, 2007; Mezirow & Taylor, 2009; Nerstrom, 2017; Taylor, 2000, 2007; Taylor & Cranton, 2012; Yorks & Kasl, 2006).

Theoretical foundations I applied during the process of data analysis are illustrated in Figure 7-1 below:

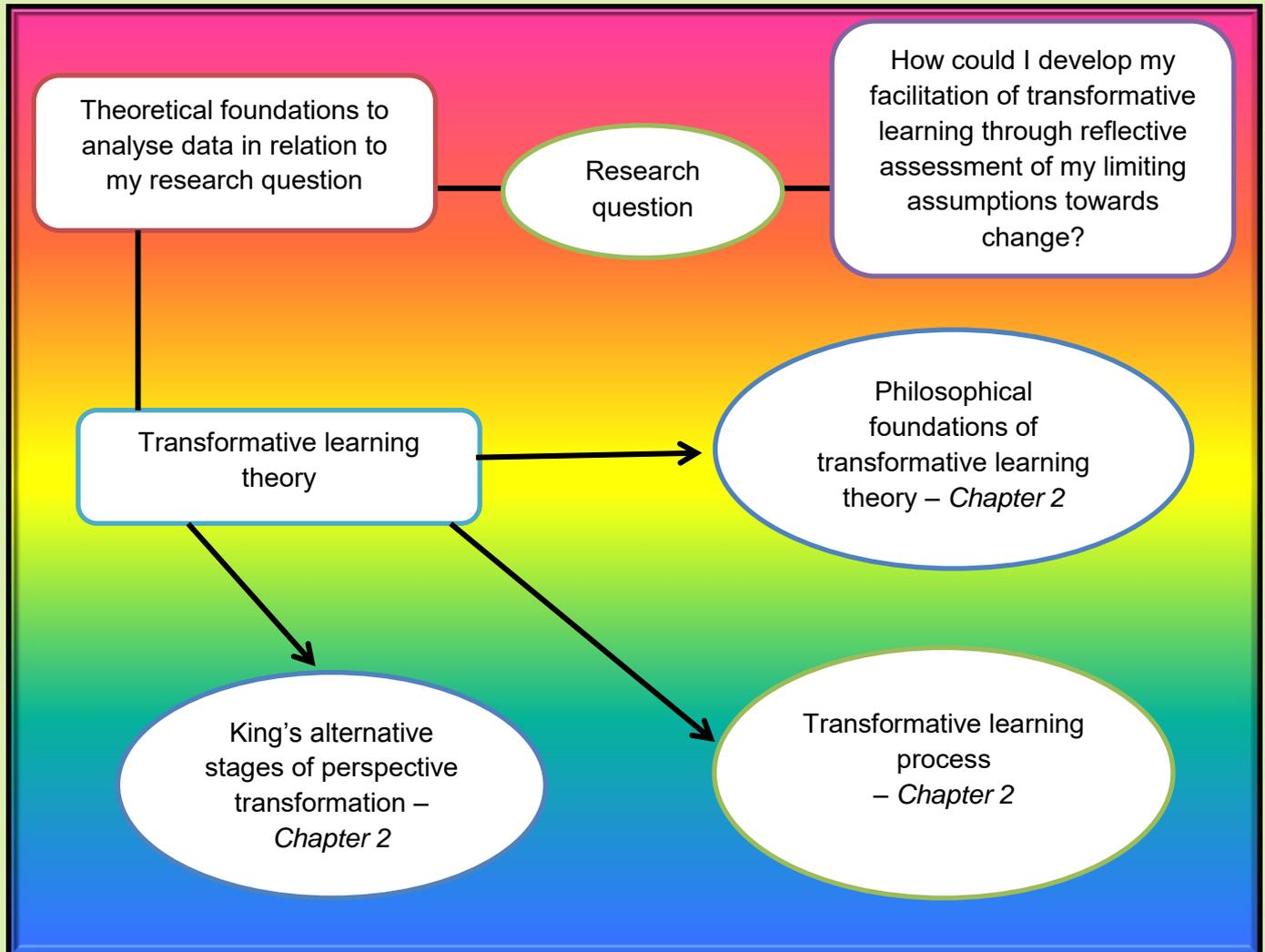


FIGURE 7-1: THEORETICAL FOUNDATIONS TO ANALYSE DATA IN RELATION TO MY PROFESSIONAL DEVELOPMENT PROCESS DERIVED FROM THE LITERATURE

I developed two tables with codes that described the facilitation of transformative learning in practice. One table provides a list of codes in relation to the facilitation of transformative learning as determined by literature. In the second phase of the data analysis, the aim was to find out what the data sources highlighted about my experiences of facilitating transformative learning in practice. The second table provides a list of codes in relation to the facilitation of transformative learning as determined through this research study.

The sources of raw data, which I examined with the purpose of data analysis and synthesis were:

- My researcher reflection journals;
- Workshop evaluation forms;
- Independent participant evaluation;

- Participant reflection journals.

A list of codes emerged. The list of codes provided a view of my facilitation experience. The list of codes in relation to facilitation of transformative learning as determined by literature is provided in Table 7-1 below.

TABLE 7-1: LIST OF CODES IN RELATION TO FACILITATION OF TRANSFORMATIVE LEARNING DETERMINED BY LITERATURE

CODES DETERMINED BY LITERATURE	
Adult learners	Curricula
Challenge	Defensive responses
Change	Dilemmas
Dialogue	Engagement
Discourse	Facilitation strategies
Discussions	Group exercises
Educational practice	Inclusive
Emancipation	Journey
Empower	Language
Encourage	Openness
Engagement	Opportunity for expression
Flexibility	Power relations
Hands on activities	Professional identity
Interpretation of meaning	Rationality
Learner experiences	Role to foster transformative learning
Learner-centred	Safe environment
Openness	Shift
Participation	Stimulate questioning and inquiry
Patience	Stories, discourses
Promotion of reflection	Triggers
Reflection	Trust
Support	Understand
Trust	Working knowledge

The list of codes in relation to my facilitation experience as derived from the data sources, are provided in Table 7-2 on the following page.

TABLE 7-2: LIST OF "NEW" CODES THAT EMERGED FROM THE DATA IN RELATION TO THE FACILITATION OF TRANSFORMATIVE LEARNING

NEW CODES WHICH EMERGED FROM THE DATA			
Analyse	Comfort zone	Apply	Accept
Awake from sleep	Complacency	Confront	Act
Awareness	Conflict with self	Connectivity	Action
Become	Conflicting emotions	Disclose fears	Alternative perspective
Challenged	Core	Draw inspiration	Become
Consciousness	Exploration	Emergence	Confidence
Current situation	Fear	Encouragement	Develop
Difficult	Hear	Engage	Do
Express	Identify	Experiment	Empower
Feelings	Inner voice	Free	Execute
Frustration	Inner voice	Motion	Fight
Individuation	Internal struggle	Practice	Find voice
Inward reflection	Inward inquiry	Rationality	Growth
Look around (context)	Lack of confidence	Reach out	Inspire
Pause	Listen	Read	Learn
Problem identification	Me, who I am	Share concerns	Listen
Realization	Need to break out	Share fears	Move forward
See	Realization	Share ideas	Pray
Sensations	Reason with self	Sound-boards	Purpose
Spiritual eyes opening	Resilience	Tackle	Run
Stirring	Support	Take step	Transformative action
Subjective knowledge	Talk	Taking ground	
	Uncertainty	Talk	
		Voice opinion	

From the list generated in Table 7-1 and Table 7-2, there seem to be slight differences detected. Most of the literature focuses on and discusses the process of how the facilitator should facilitate transformative learning in practice and challenges with regard thereto. There seems to be a gap in literature regarding the reflective reasoning and experiences that the facilitator undergoes, when facilitating transformative learning to develop their facilitation of transformative learning. This study addresses such critical gap. The themes descriptive of the development phases of the facilitator during the process of facilitating transformative learning were: Awakening; discovery; engagement and applied learning as illustrated in Table 7-3 below and Table 7-4 on the following page.

TABLE 7-3: LIST OF CATEGORIES THAT EMERGED FROM THE DATA AND THE RESULTING THEME ONE AND THEME TWO

THEME ONE: AWAKENING (ABBREVIATION – AW)		
Theme	Inductive Major Categories: AW(CR)(SA) Abbreviations used during coding phase: AW(CR)(SA)	
Awakening (AW)	Consciousness-raising	Becoming aware
	AW(CR)	Trigger
	Self-awareness	Emotions, feelings
	AW(SA)	Spiritual eyes opening

THEME TWO: DISCOVERY (ABBREVIATION – DC)		
Theme	Inductive Major Categories: Abbreviations used during coding phase: DC(RS)(CR)(EP)	
Discovery (DC)	Reasoning	Reason with self
	DC(RS)	Question self, doubt
	Critical Reflection	Problem-identification
	DC(CR)	Root-analysis
	Epiphany	Realise
	DC(EP)	

TABLE 7-4: LIST OF CATEGORIES THAT EMERGED FROM THE DATA AND THE RESULTING THEME THREE AND THEME FOUR

THEME THREE: ENGAGEMENT (ABBREVIATION – EG)		
Theme	Inductive Major Categories: Abbreviations used during coding: EG(SI)(CO)(DL)	
Engagement (EG)	Sharing ideas EG(SI)	Share fears, information
	Consultation EG(CO)	Seeking feedback
	Deliberation EG(DL)	Alternative views
		Conversations

THEME FOUR: APPLIED LEARNING (ABBREVIATION – AL)		
Theme	Inductive Major Categories: Abbreviations used during coding: AL(AI)(AC)	
Applied Learning (AL)	Apply ideas	Experiment with possible ideas
	AL(AI)	Take action, execute
		Alternative action
	Action AL(AC)	Grow, empower, learn

The above section outlines my data analysis process followed in the study. The first step entailed data organising. I organised data according to their purpose and applicability. Transcription of data was the next step. I classified the data into concepts and codes and categories. I then identified codes derived from the participant reflection journals; transcriptions from audio transcripts; workshop evaluation forms; participant observations; and my researcher reflection journals. Thereafter, I merged the codes into segments of categories and clustered the categories into themes. The following section addresses the key themes identified during the data analysis phase, as basis for discussion and interpretation of the research findings in relation to the respective research sub-question in the following section below.

7.3 REFLEXIVE DISCUSSION, INTERPRETATION AND SECOND ORDER ANALYSIS

In this section, I present the core themes that emerged pertaining to my experiences, when I facilitated transformative learning in practice. The reflexive discussion, therefore, contains an integration of practitioner-researcher reflections throughout. Journal entries reflect my experiences as they unfolded during my action research process, while I facilitated transformative learning. Closer analysis of the data highlighted four key themes and sub-themes under these identified. These four themes identified were Awakening; Discovery; Engagement and Applied Learning. The themes represent the four phases that, in hindsight, characterised my transformative process towards development of my facilitation of transformative learning. This process demonstrates the logical flow thereof at the end of the data presentation. I presented the themes in chronological order as the experiences developed over the cyclical periods. These four themes will now be explained.

7.3.1 Finding 1: Theme 1 – Awakening

This finding highlights the core theme and sub-themes that emerged from my facilitation experiences. The finding will be explicated using the following sub-categories: consciousness, self-awareness and critical reflection. I adapted excerpts from the reflection journals to show emergent themes and sub-themes. The key theme and sub-themes will now be explained.

7.3.1.1 Theme One – Sub-category One: Consciousness

The data that emerged from the analysis of the data sources indicated the experience of becoming conscious. This category of consciousness relates to how I became aware that the facilitation of transformative learning was not working as initially planned and the process of self-consciousness triggered as a result. These findings suggest that when the facilitation process was not going as planned, it illuminated my awareness. Awareness was stirred by a problem identified in the learning environment. The following extract is an example of awareness elicited, as recorded in the reflection journal:

⁷P2:36 *Something is not right. The participants are not responding as I anticipated. I thought that I would be able to stimulate deep, critical reflection, I mean, all of them can identify with the challenges in the TVET sector and the video clips are relevant. Even though a lot of them seem to participate and they write in the reflection journals, the reflections do not reflect the deeper level of reflection that I seek to facilitate such as critical reflection. This is frustrating. What am I doing wrong? (1105:1105)*

⁷ The quotation identifier combines the primary document number and the quotation sequence number. The quotation identifier P2:36 means that the quotation is part of the second (2nd) primary document, and it is the 36th (:36) quotation that was created in this document. The identifier (1105:1105) signals the start and end position of the coded segment in the Quotation Manager of Atlas.ti

This extract shows that a problem in the learning environment served as a trigger to stir my consciousness. Awareness was the starting point for further analysis. The excerpt indicates that a perception arouses that something might be wrong in the learning environment. Consciousness includes the state of being aware of and responsive to one's surroundings. Synonyms such as awareness of; knowledge of the existence of, alertness to, realisation, cognition, mindfulness and perception of all expand the understanding of consciousness (Newman, 2014).

Consciousness refers to an explicit awareness of self and can be distinguished at different levels, which include perception; noticing (focal awareness) and understanding (Edelman & Seth, 2009). To understand consciousness, we need to examine the encounter between our self and the world, which is mediated by language, by work in the form of engagement with the social and material world, and by the process of reflecting on that engagement (Newman, 2014). The following excerpt indicates the internal engagement with self:

P2:37 I am in a bit of a dilemma. My aim was to facilitate transformative learning to leaders, through which I could guide them to think differently about challenges facing them to opportunities for growth and change. Now, instead, it seems like I have to start with myself first (1108:1108)

The excerpt is an example of consciousness stirred by the trigger, which included a range of self-consciousness, self-awareness, self-perception, self-direction, self-reflection (Illeris, 2014). The finding suggests that the eliciting of consciousness was positive. In the data, a perception that everything was not working according to plan, served as a trigger for perceived change needed in the learning environment or in the facilitator.

One possible influence of consciousness could be that when thoughts are provoked as an action for change, this is called semi-transitive consciousness (Freire, 1973). Semi-transitive consciousness involves some thought and action for change, but an individual at this stage addresses problems one at a time and as they occur, rather than seeing the problem in general (Freire, 1973). The problem seemed to, therefore, be positive as it illuminated sensations, consciousness and the need to analyse the situation. As evident in the following excerpt:

P2:38 This group did not react as the previous group. They are not responsive at all. Maybe I need to do something differently. I might not have reached the depth that I would have wanted to reach with this group. I wonder how I can adapt my presentation of tomorrow so that the activities are able to strike a chord on the personal level (1105:1105)

The excerpt indicates an awareness of the problem and awareness of the need to do something different towards the desired outcome.

These findings suggest that, if consciousness had not been elicited due to the problem (trigger) experienced, a learning opportunity might not have been presented. We become critically reflective of the assumptions, when we engage in task-oriented problem solving (objective reframing), or self-

reflective, assessing our own ideas and beliefs (subjective reframing) (Mezirow, 1997). Dirkx (2001a) agreed that what adults learn is fundamentally grounded in the way they think about themselves and their worlds, opening possibilities for transformation and creating dramatic shifts in one's consciousness.

The problem opened possibilities for the facilitator to think about what she was busy doing in the educational framework, as indicated in the following excerpt:

P2:60 Tomorrow, I think I need to try something else because obviously, what I'm doing is NOT WORKING...(1355:1355)

The excerpt suggests consciousness emerged. Such consciousness does not occur in an intentional or reflective manner (Dirkx, 2001), but can contribute to authentic learning, when participants construct their own meaning to the experience. Authentic learning at the most basic level includes activities that relate to a facilitator and what they encounter through their experience (Kriner, Coffman, Adkisson, Putman, & Monaghan, 2015). The emotions elicited from authentic learning could help me investigate the complex task and reflect thereon. The following excerpt presents a reflective incident about the facilitation experience:

P2:65 I did not realise how complex facilitating transformative learning could be, until I did not get the response of the participants as I should have. I thought, if I applied all my years of knowledge regarding transformative learning in practice, transformation in the participants would occur. But when that was not the case, I became conscious of the fact that everything was not working as planned (1065:1065)

These findings may suggest the initial phase of awakening triggered by a consciousness-awakening. The next theme that emerged was self-awareness.

7.3.1.2 Theme One - Sub-Category Two: Self-Awareness

Reflective incidences of self-awareness emerged throughout the data, formulated as engagement with the self. This engagement with self was characterised by self-questioning, as shown through this following excerpt:

P2:74 Am I good enough to try to attempt to facilitate transformative learning to leaders in the TVET sector? Why am I suddenly not that confident of myself anymore? (1121:1121)

Self-questioning and self-reflection provide a platform for personal reflective learning. Hedberg (2009) observed that personal reflective learning builds on the importance of self-awareness for learning and helps the individual gain insight into their beliefs and assumptions that influence their approach to what they think, feel and know. According to Cranton and Carusetta (2004), the process, where the individuals gain insight contributes to a discovery, which could lead to authenticity. The following excerpt from the reflection journal speaks to the opportunity of self-reflection for learning elicited:

P2:64 I understood, what the theory of transformative learning meant. I wanted to apply this to others. I'm starting to think that there was a flaw in my initial belief that I could go to facilitate transformative learning to others without being challenged myself. I thought it was about them, not about me (1123:1123)

This finding suggests that self-awareness helped the facilitator realise that there are hindrances in terms of the facilitation paradigm, which should be examined. The excerpt from the reflection journal indicates such realisation:

P2:80 The facilitation paradigm I was about to embark on is different to what I am used to, what I am comfortable with and what I knew. The transactional educational framework that I was used to encompassing clear goals, objectives and classroom practices and direction. In the transactional paradigm, I knew how to exercise authoritative influence over the classroom practices and participants to achieve my learning objectives. This was evident of a good facilitator, I presumed. During the facilitation journey, I, however, realised that there is power in letting go of that control, domination and command that I presumed was characteristics of a good facilitator and learning environment. But I find letting go of that control a bit hard and distracting... (1126:1126)

Self-awareness during facilitation suggests having been an essential part of the learning process towards change. The data indicates that the initial awareness process seemed difficult, as indicated in the following excerpt:

P2:83 This is disrupting. I thought I would go in the educational framework challenging them. I did not anticipate to be challenged, too (1129:1129)

The evidence of self-awareness illuminated during this stage suggests having an influence on learning. The reason for this is not clear from the data. However, the eliciting of self-awareness indicates the potential for learning. Kagan (1992) agreed that our sense of self allows us to examine our own minds and use what we see to guide our behaviour, as indicated by the following excerpt from the reflection journal:

P2:87 At this stage of my facilitation journey, my core perceptions about teaching, in general, feel challenged. I need to re-evaluate my facilitation paradigm to see, if there is not some of the traditional educational paradigm still stuck without my awareness. This is a hard learning process (1131:1131)

Self-awareness could be accompanied by emotions, as evident from the quote in the facilitator reflection journal. Dirx *et al.* (2006) suggested that a possible reason could be that such shift in consciousness evokes certain energies within the unconscious. These energies within the unconscious express other aspects of a particular unconscious self. Such energies could be expressed through emotions. The following extract from the facilitator reflection journal concurs with Dirx *et al.*'s (2006) suggestion and demonstrates evidence of emotions experienced:

P2:91 I suddenly feel an internal crisis stirred by emotions of doubt and uncertainty (1134:1134)

Seager (2005) stated that emotions and feelings that seem to haunt the waking of consciousness become more differentiated and elaborated as the consciousness illicited. Participants can recognise and name these various states, such as joy, anger, sadness, frustration or excitement. Different emotions traced in the reflection journals seem evident as the facilitator tried to make sense of the facilitation experience, as indicated in the following excerpt from the reflection journal:

P2:94 This process is truly hard and frustrating. I am a pragmatist, who wants to move, achieve and see action, not always pause and analyse to see how to do things differently. It is hard for me to wait for the fruit, I want to plant the seeds... (1136:1136)

The data indicates that the emotional part of the facilitation journey was challenging. The data suggest that the emotions elicited served as a trigger to self-questioning and reflective analysis. Reflective analysis developed to detect the factors that hampered progress in the educational paradigm, as indicated by the following excerpt:

P2:96 I realised that the concept of the centrality of experience, which I wanted to facilitate to others, needed to be explored by myself (1136:1136)

The data further indicate an element of social self-awareness. The evidence suggests that social self-awareness provided an opportunity to analyse the effect of the current facilitation paradigm in relation to the previous traditional paradigm on the social learning environment. Social self-awareness is our sense of orientation towards others as they are reacting to their perception and understanding of us. This encompasses both the social environment, but also more basic ongoing assessments of one's own behavior (Seager, 2005), as indicated in the following excerpt:

P2:100 I need to be liberated myself. I must reexamine my values about the teaching profession and how to align my educational philosophy to liberate people. I cannot manipulate them through didactics. I must teach and lead from the heart (1142:1142)

This evidence suggests an element of social self-awareness. Mezirow's transformative learning theory places much emphasis on introspection, the examination, awareness and understanding of one's own cognitive processes to illicit learning for transformation. Metacognition to regulate one's own thinking and learning is imperative for personal development (Lonie & Desai, 2015). To summarise the above-mentioned findings, the first sub-themes, which emerged from the data, were consciousness and self-awareness. I integrated these sub-themes and summarised them under the key theme of Awakening. This brings me to the next theme, which emerged, which was discovery.

7.3.2 Finding 2: Theme 2 - Discovery

The sub-themes that emerged were reasoning; critical reflection and epiphany. I synthesised the sub-themes under the theme of discovery. I will explain the first sub-theme, which was reasoning, below.

7.3.2.1 Theme Two – Sub-Category One: Reasoning

The data indicated inner conflict and reasoning with the self. The evidence presented in the reflection journal:

P2:191 I could tick all the boxes in facilitating the learning activities, but the response was not as I expected it to be today. I think I did my best, but did I really? I think there was something else wrong. The response to the learning activities was good in the beginning, when they had to tell me the challenges that they face in the TVET sector. But when I started to ask them to reflect on their personal challenges, they totally shut down (1254:1254)

The data suggests a reasoning and uncertainty about possible factors that influenced the learning outcome. The reasoning focuses on the analysis of factors in the learning environment and a self-assessment to detect the core of the problem, as the following excerpt from the reflection journal indicates:

P2:265 Is the problem them, or me? (1402:1402)

And in another excerpt from the reflection journal:

P2:127 Am I facilitation transformative learning correctly? I know this is the first time that I facilitate transformative learning. I have knowledge of the theory and have acquainted myself with the essence about fostering transformative learning... (1214:1214)

The excerpt indicates reasoning with the self that led to self-analysis to detect possible reasons for the problem, as indicated by the evidence presented in the following excerpt:

P2:128 I wonder, if the workshop setting is working to facilitate transformative learning. The workshop with such a lot of people does not create a personal space for thinking, for reflection. A lot of people together hampers the leaders to dig deeper into their meaning schemes and meaning perspectives. Also, the time, in which the workshop is held, could be a hampering factor, I think. They need more time to reflect in a personal space. The participation levels in the classroom were not high. I wonder, if the reason for the problem is in the educational setting or within myself. I think the number of participants could be a factor. Maybe next time, I should consider much fewer participants and have a one-on-one session with each participant (1217:1218)

The data suggest reasoning with the self, which involved reflections about possible factors in the educational setting that hampered the transformative learning process. Data indicate that the facilitator reflected on the data of the participants and analysed the level of reflection through the answers they provided to the questions. Data indicate that the facilitator assessed the participation levels in the workshop setting. Data also indicate an analysis of the problem within the educational setting and in the facilitator. The evidence suggests that the facilitator recognised the need to reduce the number of participants, as this could be a contributing factor for low participation levels in the workshop setting. As indicated in the excerpt, the facilitator reasoned that the number of participants needs to be reduced to have a one-on-one facilitation session.

A further factor for low participation levels experienced was raised in the data. The data in the reflection journal indicated an observation that the time could be a further contributing factor to undesired results. The data suggest that the limited time influenced the level of participation. The evidence suggests awareness that the participants need more time to reflect on personal meaning schemes and meaning perspectives. This brings me to the next sub-theme that emerged from the data, which was the critical reflection.

7.3.2.2 Theme Two – Sub-Category Two: Critical Reflection

The theme of critical reflection emerged. The data indicate critical reflection about possible reasons that some outcomes were not met during the action research cycle. Critical reflection refers to challenging the validity of presuppositions in prior learning (Mezirow, 1990). The data in the reflection journals indicated that challenges were experienced regarding the facilitation of transformative learning and that there was an internal reflection that questioned and challenged established and habitual patterns of expectations, the meaning perspectives, with which the facilitator made sense of the encounter in the learning environment. The following excerpts from journal entries indicate challenges experienced:

First, in terms of the traditional previous teaching paradigm;

P2:160 I was trained in the traditional transmissive educational paradigm of oppression, oppressing the learner opinions and participation. I know something about facilitation, as I was a “teacher” as classified by the transmissive educational paradigm before coming to the police. Now, I’m trying to facilitate a whole different paradigm. I am open minded and have the knowledge. But could it be that my traditional transmissive educational paradigm is still holding me hostage without me being aware? (1226:1226)

Second, in terms of the response of the participants;

P2:165 This group is not participating like the previous group... (1230:1230)

P2:167 I understand their challenges as I am from a college environment in the police, where the leadership challenges are also hectic. So, it cannot be that they don’t want to open up because they feel I don’t understand. I understand the frustrations as our work problems are the same. And I gave them a background of who I am and where I came from. Why does this group not

seem willing to open up like the previous group? And if they are not willing to open up, how can they go to the next level of deeper reflection? (1231:1231)

Third, in terms of facilitating a deeper level of reflection;

P4:166 R (the independent observer in Cycle 1) said I facilitated reflection, but not critical reflection (1234:1234)

Fourth, self-doubt arose as indicated in the following excerpt;

P2:171 I don't know, if I can do this. This is hard. Did I really have uncritical engagement with my teaching practice or life for that matter until now? Is it time to reflect on my own teaching practice, my didactics and style of presentation? I never thought that I need to align my instructional and learning activities to ensure that learning takes place. I prepared my lessons, but reflect? I haven't spent much thought about that... (1236:1236)

The evidence suggests challenges experienced in terms of the facilitation paradigm; responses of the participants; the challenge of facilitating a deeper level of reflection; self-doubt. Mezirow (2007) put the reflection on challenges into perspective as he suggested that there are different functions of critical reflection. One, "objective reframing", may involve the critical review of a text or a pause in the instrumental action of problem-solving to identify a new metaphor that redefines the problem. The above-mentioned excerpts highlight the need to pause and analyse possible factors in the learning environment that contributed to the expected learning outcomes not being met.

Reflection through critical analysis of the self can contribute positively to continuing professional development and professional practice (Johns & Freshwater, 2005). The data indicate that the facilitator realised the need to pause and reflect, as indicated in the following excerpt:

P2:176 As a pragmatist, who is practical and focused on reaching a goal, I need to broaden my understanding and embrace the importance of balance. I cannot merely run towards the achievement of the next goal. I need to pause and accept that pausing is not deterrence or deviation from my next goal. I must learn from my mistakes. Even though frustrating. I must realise it is ok to pause to detect what are the elements in my surface that are causing my "dough not to rise as it should" (1241:1241)

The evidence suggests the need to reflect on personal conscious experiences to construct learning. The data indicate awareness that the facilitator needs to learn from previous learning experiences. The critical analysis was not limited to critical awareness of the self and the educational framework. Critical analysis was expanded to awareness of those in the social environment. Social awareness is one of the key components of consciousness-raising (Greene & Kamimura, 2003). As indicated in the following excerpt, the facilitator realised not just the self, but also the learner in the learning process.

P2:178 In the transmissive educational paradigm, I never did a post mortem to reflect on my own facilitation experiences to ensure that my facilitation methods were effective enough to reach the participants – there were hundreds and we were pressed for time. So, we had to finish the curriculum and move on. Tough on those participants who failed. They were the failures. Not me. They had to study harder. Why should I have to change my methods? That was the way I

presented and that was that. They should have studied harder. But now, I wonder. Was it really all their fault that they failed? Could I have done more? (1245:1245)

The excerpt indicates the need to pause and reflect to explore own facilitation methods. Another dimension of critical reflection is subjective reframing (Mezirow, 2007). Subjective reframing pertains to critical self-reflection and involves examining the reasons why we have gained distorted or dysfunctional frames of reference, their nature and their consequences. Subjective reframing involves examining the constitutive process of frame formation itself; assessing the reason for the potential failure to achieve the learning outcomes involved the subjective reframing as explained by Mezirow (2007) and as indicated in the following excerpt:

P2:182 My traditional paradigm of teaching did not involve trust, listening, support, openness to the learner and learning process. It also involved teaching from another level. The upper level. Now I need to listen, support, be open, have empathy, evoke trust and be equal. Not to mention the democratic participation in the learning process (1249:1249)

Critical reflection on assumptions are the basis for transformative learning processes to evolve. Even though a disorienting dilemma is the starting point, transformative viewpoints cannot be achieved without critical reflection. We transform our frames of reference through critical reflection on the assumptions, upon which our interpretations, beliefs and habits of mind or points of view are based. We become critically reflective of assumptions others or we make, when we learn to solve problems. We may reflect on assumptions, when engaging in task-oriented problem-solving (objective reframing), or self-reflective assessing our own ideas and beliefs (subjective reframing) (Mezirow, 1997).

The reflection journals indicate the willingness to be open to learning, to discover what held me back as a facilitator, which Mezirow called taken-for-granted frames of reference (Mezirow, 2000), and as explained through the following excerpt from my reflection journal:

P2:250 My old learning, I would say, would be that I had a teaching paradigm, a way of doing things that were acceptable – habits of mind that I never questioned, and that worked for me as a facilitator in the traditional transmissive educational paradigm. I would have a curriculum that I needed to complete, time in which to complete it, learning activities called formative assessments and the ultimate, which I needed to prepare the learner for, which was the summative assessments. And they had to pass it. I gave the work, they had to pass it. Finish and klaar. I didn't care if learning took place. I didn't worry, if the learner knew the work from his/her short-term memory and forgot it the day after the assessment. He had to pass. If he didn't, that was not my problem. He/she had to study harder. But now my methods are challenged (1363:1363)

The above-mentioned reflection indicates a critical reflection of my traditional transmissive educational paradigm and my realisation that what worked, will not work in the facilitation of

transformative learning paradigm. The reflection journal entry above shows that I realised the need to be open to learning from my mistakes.

Frames of reference, as explained in the literature review chapter, composed of two dimensions, which is a habit of mind and a point of view. Adults have acquired a body of experience-associations, concepts, values, feelings, conditioned responses-frames of reference that define their life world (Mezirow, 1991; 1995; 1996). The above excerpt indicates the need to change a frame of reference as it is not conducive to the facilitation of transformative learning. Critical reflections are required to effect change in a frame of reference.

Habits of mind are more difficult to change than a point of view, according to Mezirow (1997) as habits of mind are more durable than points of view. Critical reflection assists to understand the root causes underlying habits of mind and points of view, to detect underlying intentions, values, beliefs and feelings with regard thereto. The need to understand the root causes underlying habit of mind, are expressed in the excerpt below:

P2:188 Before facilitating the transformative learning theory, I did not even think that I needed to first break down the walls of my previous teaching paradigm, as I did not realise it is anchored that deep (1252:1252)

Explored assumptions may be in a belief, or support a social, cultural, economic, political, educational or psychological system. The above-mentioned excerpt indicates how the facilitator knew that the previous teaching paradigm needs a change in order to grow and develop. We can only transform our habits of mind and points of view by becoming reflective of our generalised bias and unquestioned assumptions (Mezirow, 1997). The sub-theme of critical reflection is therefore relevant to understand what could be the hampering factors to facilitate transformative learning and to make sense of the facilitation experience through meaning-making. This brings me to the next sub-theme, which emerged from the data, an Epiphany.

7.3.2.3 Theme Two – Sub-Category Three: An Epiphany

Discovering hindrances were part of an epiphany, when I identified the factors that held me back in the facilitation phase. The data show that discovering hindrances is a stepping-stone, as stated in the following excerpt from the reflection journal:

P2:194 Now that I have explored the hindrances, I realise what needs to change, in me and in my educational framework. I cannot expect change to come from the participants, if I do not adapt, learn and improve myself. I think that although it was hard at first, I am more open to learning and willing to adapt (1258:1258)

The data show a process of realisation of hindrances and perceived mistakes. The sub-category shows hindrances identified. However, the data suggest the need to explore alternative ways of facilitating transformative learning from a more adaptive educational framework and mind-set. This seems to be a critical point towards a next move, which is openness to learning, adaption and

change. O' Sullivan (2002) suggested that transformative learning can occur, when we no longer interpret our experiences in terms of our old assumptions, and our cognitive system then searches for ways to reorganise, until new constructs are discovered.

The data that emerged seem to have happened before new constructs were applied. The data suggest the importance to pause and acknowledge, as indicated in the following excerpt:

P2:199 I realise my mistake. I thought I could stand on a pedestal and facilitate a theory that should change others. Not knowing how this theory would challenge me too... to the core of my being (1262:1262)

Using my researcher lens, when looking at the data, I synthesised the codes of “pause” and “realise” under the category of epiphany. The data indicate that no new learning has taken place yet. However, there was an acknowledgment and realisation that as the facilitator, I was challenged. There was an acknowledgment and realisation of an adaption and change needed, as indicated in the following excerpt from reflection journal:

P2:203 Strange, when I showed the one participant the video clip about Mandela's prison cell. I asked her what she thinks are the prison walls in her life. In that instant, I realised I should ask that of myself. I should ask myself what the prison walls are in my life first, before asking others about their walls. It seems as if the mirror has turned, and I realise the need to look in it myself, first (1267:1267)

This information was categorised under the theme of epiphany, as it does not reflect any changes or adaption yet, but the acknowledgment that something must change. The dictionary defines the word epiphany as a sudden and profound understanding of something. The data indicated no new learning. Mezirow (1997) explained two types of learning, which are instrumental to learning defined as new skills, practices or communicative learning, which implies understanding values, concepts and others' points of view. The data show a realisation. The realisation that something needs to change indicated in the excerpts from journal entries, however, indicates an imperative step towards discovering hindrances and understanding the need for change in worldview and behaviours.

The data indicate an imperative phase in understanding the self as facilitator during the facilitation process. Evidence suggests the importance of realising what needs to change before any evidence of learning or change took place. I did not categorise these data under the theme of awakening, as it is a step further than cognitive or emotional awakening. This epiphany is, therefore, a precursor to adaption or change in this case.

7.3.3 Finding 3: Theme 3 – Engagement

Synthesised under the theme of engagement, the following inductive categories/sub-themes emerged from the data, which is sharing ideas, consultation and deliberation.

7.3.3.1 Theme Three – Sub-Category One: Sharing Ideas

Communication was a further finding, which illuminated the need to verbalise issues regarding the facilitation process. Such communication involved an exchange of information regarding progress made. The data indicated verbalising of fears, frustrations and general sharing of information regarding progress made during the action research cycles. This was indicated through the following excerpt below:

P2:215 I shared my frustrations regarding my challenge to change from traditional facilitator to transformative facilitator. It helped to express how I felt to a neutral person. I understand now that the change from traditional educator to transformative facilitator should be practiced through small steps (1324:1324)

The reflection journals indicate that sharing frustrations with colleagues provided a source to express feelings about changes needed in facilitation process. Talking to colleagues seemed to provide a platform to not bottle up the frustrations, but share them with others. The data indicate the need for and the power of the individual, when sharing the activities during the facilitation process with others. Sharing frustrations with others seems to be relevant to communicate and express experiences and feelings.

The role of communication assisted in the flow of ideas and information from one to another. The resultant communication flow suggests a feeling of connectivity to a larger social system, as indicated in the following excerpt from the reflection journal below:

P2:226 Sharing my facilitation journey helps me feel that I am not alone. I wish I met other people that also facilitated the theory of transformative learning so that we could share our experiences with the other. I have to settle for sharing with my colleagues at the training college, who are facilitators of other teaching paradigms, but it is ok. The fact that they are facilitators at the training college helps to identify with others (1328:1328)

The data suggest that communication with other colleagues enhanced a feeling of connection to a larger social system. Mutuality is reflected in the nature of dialogue; how the contributions are treated in the discussion and how the ideas offered are engaged by others, when one's reasoning is acknowledged (Arvaja & Hakkinen, 2010).

Data in the reflection journal coded indicate that sharing experiences with others served as a sounding-board.

The sounding-board provided an opportunity for encouragement, as indicated in the following excerpt from the reflection journal.

P2:236 I feel encouraged after my discussion with my colleagues today. It feels like a load lifted off me. They served as a sound-board. I needed the ears to listen to my frustrations (1332:1332)

This extract is an interesting example of the role of encouragement in the facilitation process. The role of encouragement seems as if it must not be underestimated, as indicated in the reflection journal, as it is expressed that it felt like a load lifted. The findings suggest that encouragement through communication-sharing was relevant to fulfil a need of someone to listen to the frustrations. The role of communication plays a role in transformative learning in that the adult exhibits communicative learning through the expression of feelings (Mezirow, 1991). This brings me to the next sub-category, which is consultation.

7.3.3.2 Theme Three – Sub-Category Two: Consultation

The data indicated the role of consultation during the facilitation process. The following excerpt from the reflection journal highlights such consultation about progress made to the supervisors:

P4:244 Today's feedback session with L and R was quite amazing. They asked me questions about my progress in terms of my facilitation of Cycle 2. I shared my progress and frustrations regarding the progress. They asked critical questions that made me think deeply about my research and the purpose thereof for the future. As they asked me these questions, I realised the deeper significance of this project and how it could help other facilitators of transformative learning. I just broke down and cried and the realisation that suddenly, this project had meaning beyond the achievement of a title (1342:1342)

The data indicated the relevance of consultation for the facilitator of transformative learning in the role of practitioner-researcher. Consultation includes seeking feedback/comments from the public or stakeholders and emphasises information exchange. Consultation strategies do not aim to change, but to elicit a response or gauge reaction (Stewart, 2009). The conversation mentioned in the excerpt brought me to a new understanding of the purpose of the research. The information exchange between the role-players suggests an understanding achieved about the significance of the study beyond the achievement of a PhD. The communication seemed purposeful activity between the role-players to convey information about the progress as the facilitator.

The following data indicate that the communication, questioning and discussion through consultation led to new understanding, as indicated in the following excerpt from the reflection journal:

P2:240 Even though it is sometimes tough to go for the progress meetings with my supervisors, it was quite enlightening today, as they listen with empathy and understanding, but push me towards a deeper thinking through their questioning. They make me think outside the box and make me see ways to improve my practice, ways that I did not even consider (1344:1344)

The data information echoes Benson's (2012) argument that communication could start with conversation stimulated among members; sharing of knowledge; sharing of learning and achieving convergence through conversation. The data indicate that improved facilitation could be crafted through consultation (in this case, with my supervisors). Mezirow (2003) highlighted the need for discussion to facilitate questioning, thinking and engagement with the attitudes, beliefs, values and views that shape a particular frame of reference. Information-sharing and consultation about the progress led to a better understanding of the role as a practitioner-researcher during this action-research journey. This brings me to the next sub-category in the data analysis process, which is deliberation.

7.3.3.3 Theme Three – Sub-Category Three: Deliberation

Deliberation indicates communication, where alternative perspectives are raised, as indicated through the following excerpt from the reflection journal below:

P2:246 I told my colleagues how frustrating it is to expect outcomes, when you do certain things and not see the outcomes happen. I thought I was failing. One of them listened and said: "I don't agree. Who told you the outcomes were not met?" Maybe it was a process, where I was just not able to see the outcomes yet. He said, "Maybe it's like watering the plants, but it does not grow immediately." His words made sense. (1352:1352)

The evidence suggests that facilitation practice requires deliberation, reflection and research from the facilitator. Deliberation, reflection and research seem purposeful in order to make sense of the facilitation experience. It refers to the practical deliberation, peculiar to a reflective facilitator (Bustingorry, 2008). The data suggest that the facilitator was able to gain an alternative perspective after sharing the frustrations. The data indicate that deliberation with others helped the facilitator to view the situation at hand in a different perspective. The data indicate a perception by the facilitator that she was failing in terms of achieving the desired outcomes. The evidence suggests that sharing with others helped to see another, new perspective, as indicated in the following excerpt:

P2:249 After a long and careful consideration and discussion with a peer, I decided that Mandela's movie Long Walk to Freedom, would be appropriate to use in facilitating critical reflection. I needed to, however, be very careful not to stimulate thinking about the political agenda in the movie, but focus on the prison in relation to the struggles and challenges that the leaders in the TVET sector face (1357:1357)

Deliberating with others helped to weigh up available options and reason about further steps in the action research process that would assist to take the participants to a next level in terms of critical reflection. The excerpt below is an example of how conclusions were made after deliberation:

P2:246 I thought, considered and reasoned about how to use Mandela's movie to facilitate critical reflection. The movie contains very sensitive material regarding the political struggle during the time. I am going to use different race groups in Cycle 2, not everyone might feel the same, but I do know that for some race groups, more than other, using Mandela could spark emotions about politics. After long discussions with my peer, she convinced me to cut

the movie into small clips with Windows Movie Maker and only use the relevant clips during the interviews. I agreed that this would be a good idea (1352:1352)

As indicated in the excerpt, deliberation is relevant to encourage imagining new possibilities (Lawrence & Cranton, 2009) and alternative options (Mezirow, 2000). It is in dialogue with others that new assumptions, understanding and perspectives are gained (Merriam, 2004).

7.3.4 Finding 4: Theme 4 – Applied Learning

Synthesised under the theme of applied learning, the following inductive categories/sub-themes emerged from the data as indicated to apply ideas and achieve the emergence of democratic practices.

7.3.4.1 Theme Four – Sub-Category One: Apply ideas

The data suggest that action guided the facilitator to try out what was learned and to reapply the knowledge gained for further improvement of facilitation practices. The following excerpt illuminates the understanding that there is a need for constructive action based on the information received during engagement:

P2:264 After my discussions with R and L, I realised that I need to do something different to stimulate a deeper level of reflection by participants in Cycle 2. I don't know what yet, but I need to think. I brainstormed some ideas with a colleague... (1424:1424)

The data indicate the relevance of applying ideas in a learning context. In the excerpt, the realisation of the need for action is cultivated through reflection on past action. The need to do something different expresses the understanding that something in the previous cycle did not work well, and based on this reflective account, remedial action is needed. Remedial action is imperative to improve or change the status quo. The action unfolds, as the initial idea did not work as planned; therefore, new ideas are discussed and applied. This is indicated in the following excerpt:

P2:269 I listened carefully to what was proposed by my colleague regarding using Mandela as an example. I took notes, made the video clips, and looked back at my previous journal entries about how the process unfolded during Cycle 1. I did not want to make the same mistakes; therefore, I listened and experimented with the new idea. I discussed the idea with R and L and showed them the video clips. I piloted it with L during our mock-interview. She proposed a few changes. I need to make the changes before implementation (1427:1427)

Applying new ideas often does not work the first time around and often requires further changes, as indicated in the excerpt below:

P2:273 I needed to pilot the idea before actual implementation with the participant. However, the process of piloting and editing after changes were proposed contributed to a better, more streamlined interview. When I conducted the interview, where I used the shortened video clips that my supervisor proposed, the outcome was much more effective than if I would have used the original product. I needed to make revisions before conducting the interview. This had the desired effect, when I conducted the actual interview and it worked much better (1430:1430)

Action required revisions to be implemented, as indicated through the excerpt above, to improve the results. It might be required to make alterations to improve the results. Through self-reflection, application and action, the need was expressed to make changes to the way transformative learning was facilitated. The specifics of the changes were not expressed through the data at this stage. This finding seemed similar to Dewey and Dworkin's (1959) notions about learning from experience. To become a transformative facilitator, one needs to understand the complexities and emotional journey of undergoing transformation yourself. Applying the lessons learnt yielded positive responses, as indicated by one panel of experts and noted in her observations through the following email response:

P3: 15 Tania is a competent, efficient and caring facilitator...I loved the videos (excellent choices for getting the discussion going, not to mention the success of the De Bono hats) to spark discussion and respondents obviously enjoyed every moment of it. They felt free to open up in an unthreatening environment, without ever allowing it to turn into a moaning session as they shared their sometimes surreal experiences in the college sector... (12:12)

As indicated in the following participant's response:

P3: 24 The leadership development workshop helped me to think about leadership issues. Saw other people's perspectives about leadership. I was able to identify an issue to address and how I plan to address it (50:50)

The multi-faceted role I played during the action research process challenged me. One needs to learn to adapt, develop and act in relation to the participants in the same project, as alluded by Postholm and Skrovset (2013). The data indicate the importance of the introspective reflective ability to help interpret own actions. Introspective ability through an inter-subjective knowledge was created between practitioner and the facilitation context. This brings me to the next sub-theme, which is the emergence of democratic practices.

7.3.4.2 **Theme Four – Sub-Category Two: Emergence of democratic practices**

Action may contribute to the emergence of new, democratic practices, indicated in the excerpt below:

P2:277 I feel free now that I am a liberated, transformative facilitator. I understand now that the changes in paradigm required small steps, such as to not be in front of the class, but to be on the same level, to not be authoritative, but to share the power; to listen; be open; show empathy; encourage participation and provide support to work through the challenges that the participant felt they dealt with. I needed to adapt what did not work in the previous cycle continuously. But I learned that to require change in others, often, I need to change first (1437:1437)

Experiential knowledge may contribute to professional development. The excerpt indicates that knowledge from experiences applied differently, increases capacity to grow, change and develop facilitation practices. The workshop experience enhanced leadership learning as indicated by the following participant:

P3: 42 The workshop helped me to learn how to cope with changes in the workplace, how to think creatively about the changes and how I can overcome barriers. I also learned how to be assertive in a male dominated sector. I am excited about the workshop experience and will definitely share my leadership experiences with others (101:101)

The fundamental aim of action research is not merely to produce knowledge, but to improve practice (Campbell & McNamara, 2009). The data show that changes were made to the educational practice from the initial attempt in the beginning, where the facilitator stood in front of the class in the workshop setting to then taking a more one-on-one approach. The data suggest that these changes enhanced democratic practices.

One participant response indicated:

P3:12 I embrace doing and developing the action plan. One always needs tools and strategies, new perspectives. Also, it gives one an opportunity to check, if your current “plan of action” has value... (14:14)

Another participant indicated the following:

P3:35 Loved the video stimulation...forced us to focus and look at it through the lens of a leader. It showed that we need to always strive to improve, even when there are obstacles (28:28)

Applying new knowledge and experiencing positive results had a positive effect on self-image, illuminated a feeling of empowerment, as indicated in the following excerpt from the reflection journal:

P2:282 I learned that transforming my practices might not have been easy, but it was necessary to grow into a transformative facilitator. I feel like a butterfly that underwent a metamorphosis through the stages from caterpillar to full-grown butterfly. Stripped of the layers holding me in the shape of a caterpillar and renewed to the shape of a butterfly. My understanding of myself as a facilitator of transformative learning has changed. I now realise that, in order for me to challenge others towards change, I need to understand how it feels

like to be challenged towards change myself. I need to be in the shoes to truly understand the emotions accompanying discontent, when experiencing a disorienting dilemma; what it feels like to examine my own assumptions; and how to guide my alternative perspectives towards action. I feel empowered (1442:1442)

The excerpt expresses the feeling of development and growth in the facilitation process, which points towards professional development. The challenges faced during the action research process encouraged critically reflective practices. Critical reflective practice guided me to transform my original paradigm of teaching practices. The data indicate a feeling of metamorphosis. Such feeling of metamorphosis highlights the transitioning from the old forms of practice to the new. The iterative cyclical process of implementing continuous changes towards development seemed to contribute to the development of the emancipatory framework. The development of the emancipatory pedagogy through the action research seemed to contribute to an enhanced quality of the educational experience. The findings suggest that emancipatory pedagogy leads to a feeling of empowerment. This brings me to the next sub-theme, which is the emergence of democratic practices.

7.4 PRACTITIONER-RESEARCHER REFLECTIONS: THE JOURNEY TOWARDS AN EPISTEMOLOGY OF PRACTICE

I wrote this section in the first-person from my perspective as practitioner-researcher. In this section, I will explain my developmental learning journey as novice facilitator of transformative learning and present a summary of findings. The developmental process of facilitating transformative learning progressed through three action research cycles. A learning phase characterised each action research cycle. The learning phase developed through stages of awakening; discovery; engagement and applied learning. These stages formed a crucial part in my development as the facilitator as it characterised my developmental learning journey. I agree with Kolb (2014) that experience is a fundamental source of learning and development (Kolb, 2014). I therefore I present my experiential learning journey and the lessons learnt. The stage of awakening started with consciousness-raising; becoming aware that my facilitation did not yield the results that I had anticipated. The stage of awareness elicited self-awareness, accompanied by emotions such as frustration and feelings of incompetence, and the spiritual awakening that something was wrong in the facilitation paradigm.

I experienced a phase of awakening, which illuminated consciousness and self-awareness. This period of awakening was triggered by a problem experienced when facilitating transformative learning to leaders in the TVET sector. This period of awakening phase was difficult, challenging and disruptive. I did not expect or anticipate the period of awakening. I engaged in the facilitation process, thinking the participants in front of me would be challenged to think about their leadership challenges. I knew, due to my research question, that I was also searching for a way to improve my facilitation of transformative learning. However, when things went wrong, I realised that to engage others in a transformative pedagogy, I was about to have to enter a transformative experience myself.

I had thought the participants needed a change in mind-set in terms of how to approach their challenges. Little did I know that the same learning theory that I wanted to apply to challenge and change others, would bounce back and challenge me to the core of my being. I perceived that the transformative learning theory would apply only to the participants in front of me. I did not realise that facilitating transformative learning would challenge me towards inward reflection and examination of my assumptions about my own facilitation practices. I had thought that only the participants had to learn to think about their challenges. This was so, until I had to pause when things did not work out as planned. I had to examine the reason for this occurrence, which resulted in consciousness-awakening and self-awareness that a real problem existed.

My assumptions and taken-for-granted beliefs were structured through and in my previous traditional educational paradigm. The realisation that everything was not working as planned or assumed (trigger) was accompanied by evoked emotions, cognitive questioning and observation.

I did not even think I needed to examine my old beliefs about my traditional paradigm, until the trigger, which served as a disorienting dilemma, was stirred. These were synthesised under the theme of awakening. My period of awakening was aligned to the first phase in Mezirow's perspective transformation process. My period of awakening phase can therefore be aligned to the first phase in Mezirow's perspective transformation, which is illustrated by the following Figure 7-2 below:



FIGURE 7-2: MEZIROW'S FIRST PHASE OF PERSPECTIVE TRANSFORMATION ALIGNED WITH MY AWAKENING PHASE

Mezirow (1991, 1998, 2000, 2004) conceptualised this process that I experienced as a disorienting dilemma. The disorienting dilemma is the starting point and a trigger of a real-life crisis. Such trigger caused by a real-life problem or crisis causes a growing sense of dissatisfaction within one's old meaning structure. This kind of disorienting dilemma may come about, when everyday living produces a disorienting dilemma one can no longer ignore (Sands & Tennant, 2010).

Such crisis or problem may be a kind of incongruent experience that involves emotional and social dimensions. In the discussions of adult learning, Dirkx (2001b) expanded on the rational and cognitive view of transformative learning. Emotions and feelings can accompany the trigger that enables a more conscious connection with oneself, while offering a deeper understanding of experience and more satisfying relationships with one's world (Dirkx, 2001, 2008; Dirkx *et al.*, 2006). Even though the trigger might be difficult to the adult learner, the trigger, which results in a disorientating dilemma, is a starting point to examine, why our old ways of understanding are no longer working for us (Mezirow, 2007).

The transformative learning theory explains how our frames of reference influence the way we make meaning and how they may be transformed to empower adult learners. A frame of reference comprises the structures of assumptions, with which we interpret our sense perceptions, and in doing so, create our experiences. Assumptions are taken-for-granted beliefs we have about reality. They often serve as tacit rules and are expressed as conventional wisdom that guides our actions. These frames of reference are acquired through cultural assimilation and are often reproduced through schooling (Mezirow, 2007).

The next stage was the discovery stage that was characterised by reasoning with self; questioning self; doubt, critical reflection; problem-identification, and root-analysis and an epiphany. In this stage as the facilitator, I realised that I had roots in the transmissive educational paradigm, which influenced my ability to perform as a facilitator of a transformative pedagogy. The epiphany was the realisation that in order to facilitate transformative learning, I needed to shift my roots from a traditional transmissive educational paradigm to a transformative pedagogy. The data synthesised under the theme of discovery integrates the following sub-categories, which are reasoning; critical reflection and epiphany. The discovery phase relates to a period after an awakening that something is wrong in terms of my facilitation paradigm. I did not know what the problem was, until I reasoned, reflected, and had an epiphany. This phase I compare with what Mezirow (1991) called making meaning.

An uncomfortable phase of becoming real characterised the meaning-making of experience. The meaning-making process involved being honest with myself. I needed to be honest with myself about my observations in the data (which included the data from the participant-observer) that indicated that not everything was working as assumed. Even though I tried hard, something did not work. In addition, I needed to acknowledge that. I needed to relook at my data and try to analyse what I saw. The practitioner-researcher lens analysed these and detected my need to pause through the reflection journal entries. The reflection journals indicated the need to find the cause of why the participants did not transform as I had expected. Knowledge creation occurred through the transformation of and learning from experience (Kolb, 1984, 2014). My period of discovery phase can be aligned to the second and third phases of Mezirow's phases of perspective transformation, as illustrated by the following Figure 7-3 below:



FIGURE 7-3: MEZIRROW'S SECOND AND THIRD PHASES OF PERSPECTIVE TRANSFORMATION ALIGNED WITH MY DISCOVERY PHASES

Transformative learning theory proposes that – as we meet challenges (disorienting dilemmas) – we face changing our held assumptions, our meaning perspectives (Mezirow, 2004). I expected the participants to change in the first cycle. That was ignorance, but the ignorance could only change after a disorienting dilemma and meaning-making process. The initial problem experienced during my facilitation process was, therefore, a significant learning opportunity. The discovery phase was a chance to make sense of what caused the problem. Making sense or making meaning required an introspective look at what could be the problem in myself as the facilitator, but also in my external environment.

I thought I could facilitate critical reflection in group forms. Instead, I had to learn that facilitating true critical reflection is easier, if the facilitator walks a one-on-one road with the participant and uses elements that could be beyond the surface that contributed to the perceived failure. After reasoning and critical reflection, I realised that the deep rooted structures in my traditional transmissive educational paradigm, which I did not even know mattered for what I was busy with that caused my problem – until I experienced a disorienting dilemma.

Transformative learning refers to a process, through which adults transform their experiences, beliefs or normative ideologies by critically reflecting and assessing gained assumptions (Mezirow, 1991, 1995, 2000). My discovery phase included reflecting and assessing acquired assumptions. This phase included reasoning; critical reflection and an epiphany and could be aligned to Mezirow's second and third phase of perspective transformation, which includes self-examination and critical assessment of epistemic, sociocultural or psychic assumptions.

The third stage of engagement included sharing ideas; sharing fears and information about what was observed in the learning environment; seeking feedback; consultation with critical friends; deliberation through openness to alternative views and conversations. My phase of engagement involved sharing of ideas, consultation and deliberation about the facilitation practice. Engagement involved other role-players such as my colleagues and my supervisors. The engagement helped me to recognise and acknowledge my and other's views during my facilitation of transformative learning. I developed new insights due to the alternative views of others. Engaging with others, with my colleagues, who were facilitators of adult learning, made me feel part of a community of practice with whom I could share ideas and discuss my action research cyclic challenges.

Sharing ideas and frustrations with others, consultation and the alternative views I gained through deliberation could be compared to the fourth phase in Mezirow (2003)'s phases of perspective transformation. During this phase, one recognises one's discontent and the process of transformation is shared. Mezirow (2003) explained that this phase includes a critical-dialectical discourse. This critical-dialectical discourse invokes having an openness to the views and experiences of others, willingness to consider different beliefs and perspectives, listening with

empathy, suspending hasty judgment and understanding that our experiences have shaped the views we hold.

My engagement phase included the understanding that I am part of a connected system and not an island. Even though I did not engage with other members, who facilitated transformative learning, I shared views and opinions with other adult facilitators, who seemed to understand frustrations and challenges regarding adult learning and development. This shared understanding made me feel connected and understood. The feeling of connectedness made me feel comfortable to share what sometimes felt uncomfortable with other members. The feeling of connectedness made me willing to be honest and open about my learning experiences and challenges. When I was uncertain and just needed to deliberate an idea such as when I wanted to use Mandela as an example during my cycle 2 activities, I felt comfortable enough to highlight my concerns about the sensitivity of the topic. Being open and honest helped me get alternative proposals of how to use the Mandela example in a relevant way that would suit my particular situation. My period of engagement phase can be aligned to the fourth phase in Mezirow's phases of perspective transformation, as illustrated by Figure 7-4 below:



FIGURE 7-4: MEZIROW'S FOURTH PHASE OF PERSPECTIVE TRANSFORMATION ALIGNED WITH MY PHASE OF ENGAGEMENT

The experience of facilitating transformative learning through action research was a new experience for me. Supervisors provided consultative support and guidance about my progress. During these consultation sessions, they shared critical, emancipatory views about both my action research steps and facilitation. At the time, I sometimes only viewed it as critical, not emancipatory. However, in hindsight, the sessions freed me from limiting thoughts and perceptions about myself and the action research process and were therefore emancipatory and liberating. They always

provided me with encouragement, empathy, support and an unseen net to catch my fall, when I could not see my way clear.

The fourth stage encompassed applied learning, which included experimentation with possible ideas; taking action, execute alternative action, and empowerment and growth, as I applied the lessons learnt. The stages I experienced in the journey of transformation were awakening; discovery; engagement and applied learning. However, I found that my stages of the journey of transformation could not lead to professional development, if I did not progress through the action research cycles. The learning and adaption as I progressed through the action research cycles, therefore, contributed to professional development.

My period of applied learning involves action and emergence of democratic practices. Learning progressed through the action, self-reflection, self-evaluation and the self-reflective spiral of planning, acting, observing and reflection. The transformational process evolved through action as my living theory practice emerged. The applied learning phase contributed to generate and foster transformative and inclusion educative practices.

Improvement-oriented systematic investigation through action research provided me with the understanding that I needed to do things different per cycle. An improvement-oriented investigation helped to improve my initial educational practices. The reflective approach to my educational practice helped me gain a better understanding of what worked and what did not work in the initial cycles. I, therefore, adapted based on the reflexivity and knowledge gained. This adaption and implementation of new things increased the capacity of an emergence of democratic practices. I became free of limiting assumptions that hindered my capability to effect change. Democratic practice could be achieved after critical, emancipatory inquiry and adaption from previous held assumptions and frames of reference.

My applied learning phase further contributed to improving my educational practice towards professional development. The applied learning phase can be aligned with Mezirow's fifth to the ninth phases of perspective transformation, as illustrated in Figure 7-5 on the following page:

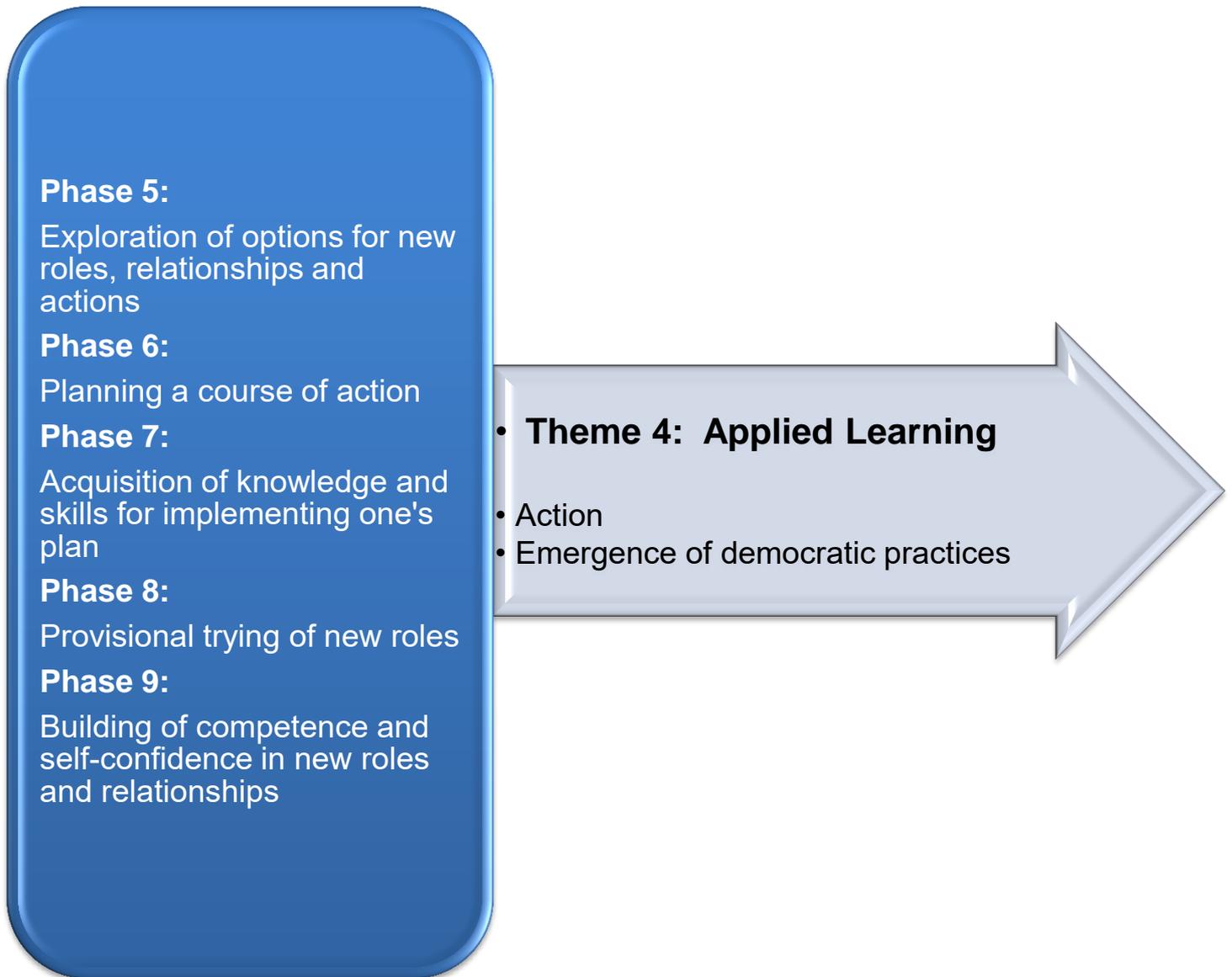


FIGURE 7-5: MEZIROW'S FIFTH TO NINTH PHASES OF PERSPECTIVE TRANSFORMATION ALIGNED WITH MY PHASE OF APPLIED LEARNING

Mezirow's phases five to nine of perspective transformation (Mezirow, 2003) highlight the process of expansion and evolving of personal paradigms through the exploration of options for roles and action. Mezirow's phases (Mezirow, 2003) further demonstrate the ability to develop competence and build self-confidence during this process. This happened during my period of applied learning. I experimented with possible action, revised such action and moved towards transformative action. This process involved execution, taking steps, releasing energy and transformative action. The resulting transformation process included an ongoing, dynamic process of learning and development.

Democratic practices emerged, through which I became free from my limiting restrictions from the past. Democratic emergence guided me towards an emancipatory transformative process. Mezirow (1996) explained that transformative learning is the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience to guide future action. I could integrate lessons learnt in new ways and adapt previous practices through critical capacity. The actions happened as a result of reflection, as it involved a process of looking over my shoulder to see how the actions affected my world. The themes of awakening; discovery; engagement and applied learning are integrated and aligned with the tenth step, which is a reintegration into one's life on the basis of conditions dictated by one's perspective. The alignment of the themes, which emerged from my research with Mezirow's tenth stage of perspective transformation as illustrated in Figure 7-6 below.

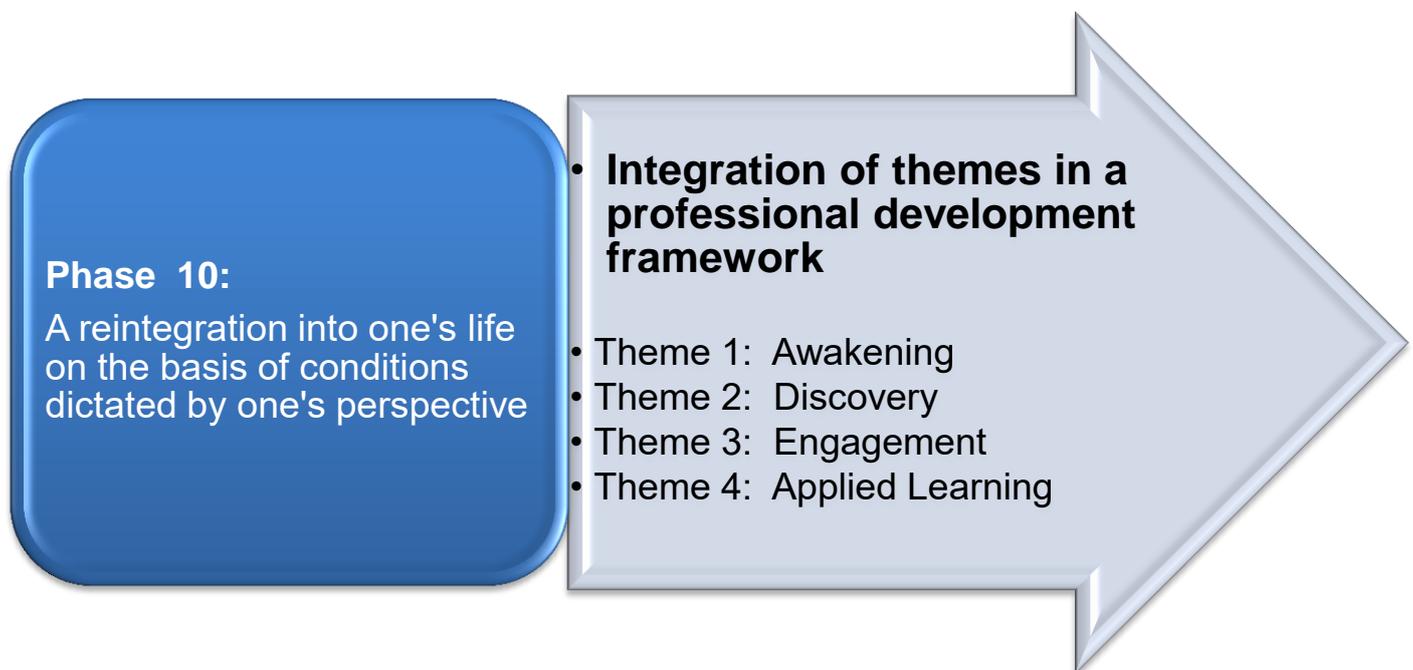


FIGURE 7-6: MEZIRROW'S TENTH PHASE OF PERSPECTIVE TRANSFORMATION ALIGNED THE KEY THEMES THAT EMERGED FROM THIS STUDY

Reflection on my developmental learning journey elicited the realisation that there could be comparisons between my learning journey as a facilitator of transformative learning and my journey of doing action research. Reflection on the alignment between my transformative journey and action research brought me to the understanding that there are comparisons between transformative learning and action research. The transformative professional development framework, if aligned with action research cycles, helped me progress towards transformative

professional development through the repetitive cycles of transformative change. I learned during this journey that both my action research cycles and my transformative professional development had a constructivist orientation.

Both action research and my professional development journey included a possible journey towards change and transformation. Both action research and my professional development journey involved ongoing reflection and interpretation. I needed to take stock of what happened, which resulted in an educational experience; self-awareness; problem-solving and deeper learning. Both action research and my professional development journey involved exploration; cognitive analysis; consciousness awareness and they were of an emancipatory nature. Both involved a process of creating meaning from my experiences. I realised that both the action research process and my transformative professional journey involved real-life experiences that happened in context, and learning in the context did not happen overnight. Learning was systematic and not in isolation, but interactive and the learning could influence the action through ongoing reflection and interpretation.

Both action research and my professional development journey involved discourse, collaboration and participatory learning, which implies that my learning did not happen in isolation, but resulted from the social action and the interdependent process of development. The aim of both action research and my professional development journey was to improve, empower or could be a catalyst for the change of condition or circumstances through the educational, emancipatory experience.

Another finding of this research related to the stages of my professional development journey with the research of King (2005) as discussed in the literature review. As illustrated before, King's (2005) four stages of the journey of transformation found in her research was as illustrated in Figure 7-7 on the following page:

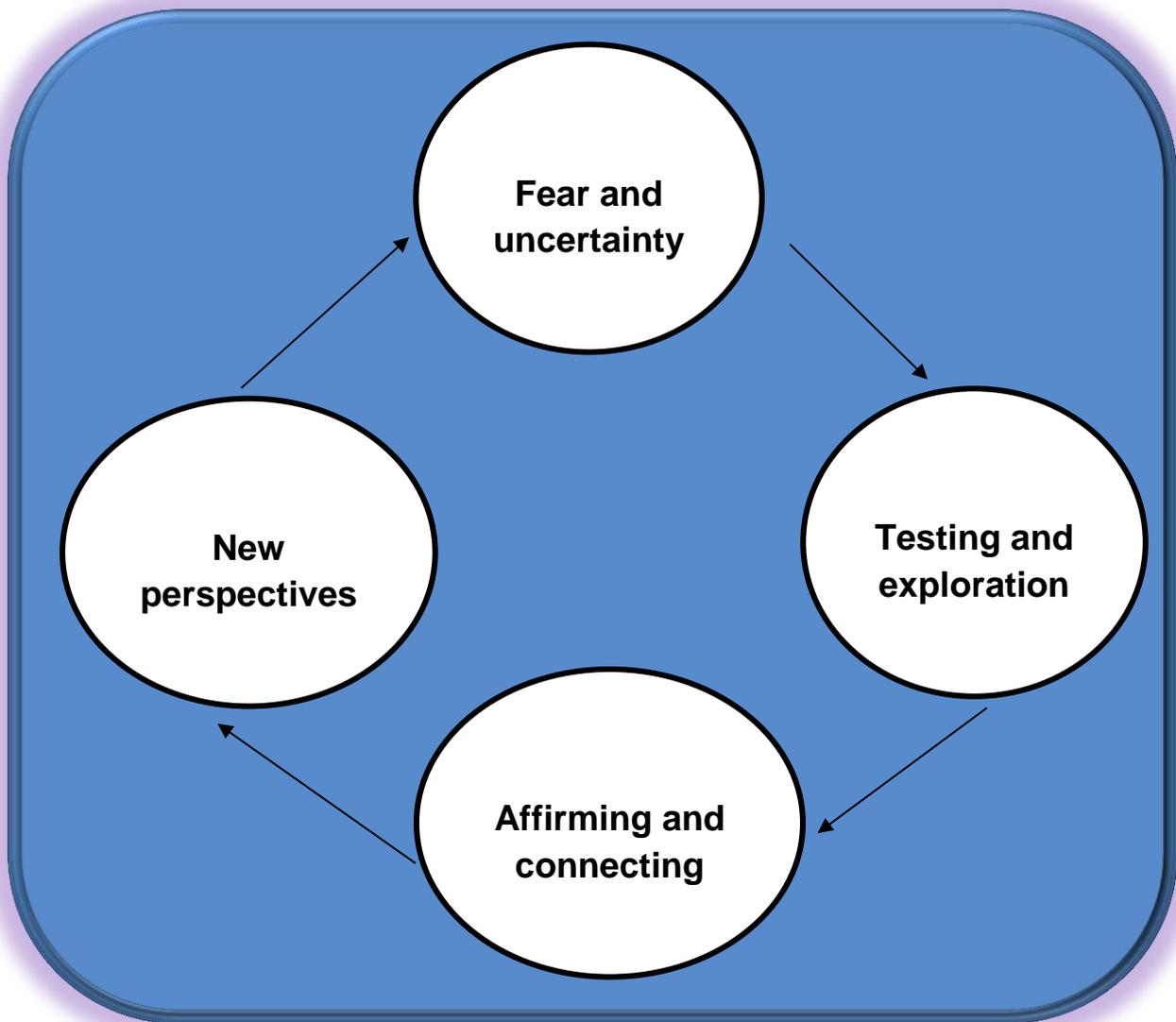


FIGURE 7-7: KING'S (2005) FOUR STAGES OF THE PROFESSIONAL JOURNEY OF TRANSFORMATION

As explained in the literature review section (Chapter 2, Section 2.4.3), King's (2005) four stages of perspective transformation are fear and uncertainty; testing and exploration; affirming and connecting and new perspectives. My journey transformation – as a result of my facilitation experiences and ongoing professional development – confirms King's (2005) findings of four stages of the journey of transformation. However, my findings extend King's findings through four alternative stages of the journey of transformation, which are awakening, discovery, engagement and applied learning, as illustrated in Figure 7-8 on the following page.

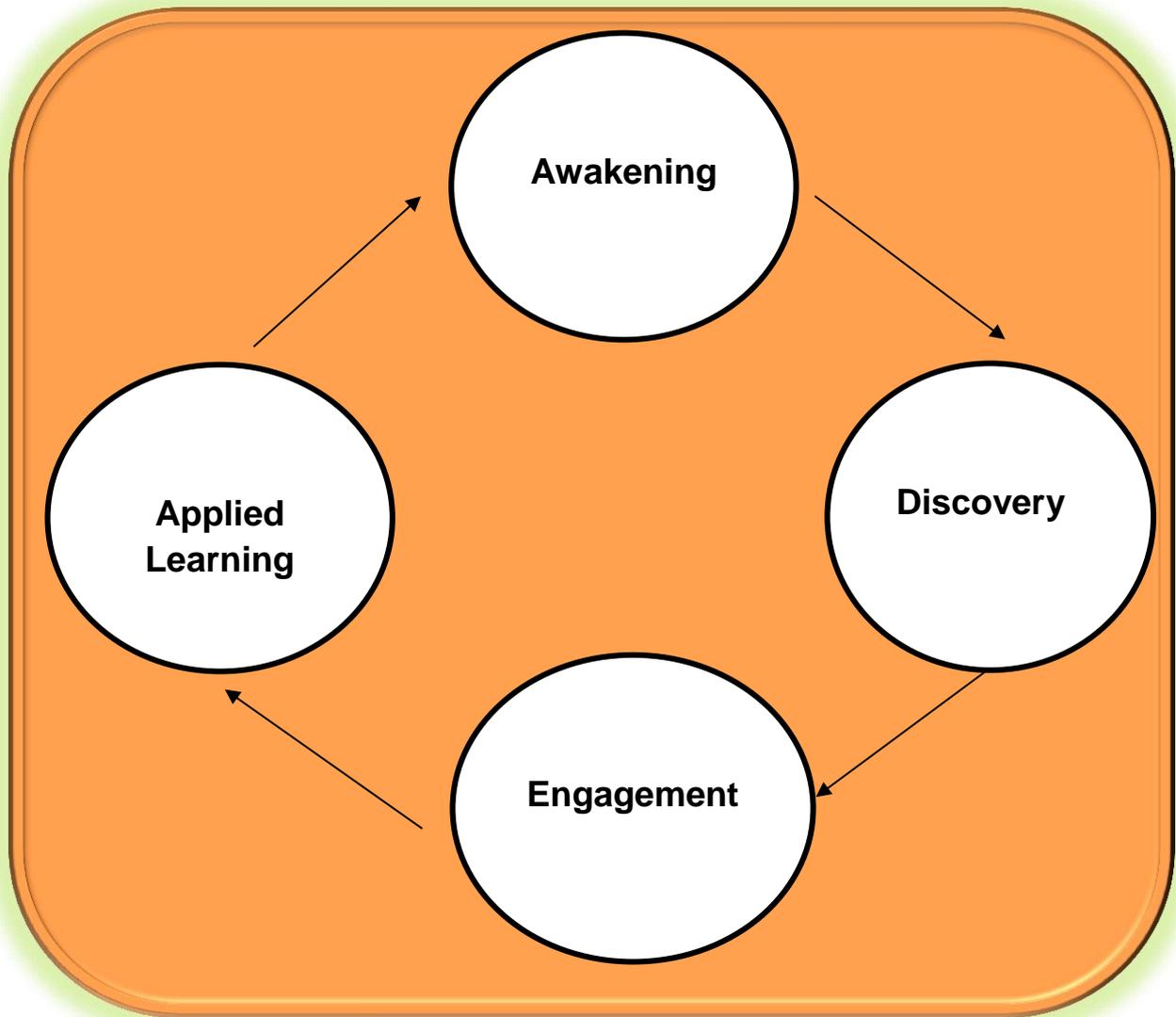


FIGURE 7-8: MY FOUR STAGES IN THE JOURNEY TOWARDS PROFESSIONAL DEVELOPMENT

As illustrated above, the four themes of awakening, discovery, engagement and applied learning are aligned with an action research cycle to demonstrate how application thereof within an action research iterative cycle can contribute towards transformative professional development. It is only through the action research cycles that I could achieve ongoing professional learning and development.

The following section provides the integration of the themes and how I developed my epistemology of practice.

7.5 INTEGRATION OF THE THEMES: HOW I DEVELOPED MY EPISTEMOLOGY OF PRACTICE

Through the process of continuous alteration, modification, revision and amendment, the above themes of awakening, discovery, engagement and applied learning were repeated in my action research cycles. During each of my four cycles of plan, act, observe and reflect stages, the process of my professional development framework was repeated. The awakening phase in each of my repetitive cycles depicted a challenge or problem that triggered the need to change action. I would then reflect on the challenge to determine the underlying assumptions to expand my basic worldview regarding the challenges. Through the process of meaning-making of my experiences, I experienced perspective transformation through three dimensions: psychological (changes in understanding myself), convictional (revision of belief systems) and behavioural (changes in lifestyle) (Mezirow, 2003).

Each cycle of action research brought the opportunity to expand my worldview and consciously direct processes to critically analyse underlying premises relating to the problem experienced during the cycle. The opportunity of the following cycle brought about the ability to critically reflect on my assumptions and beliefs, and change my frames of reference by consciously making and implementing plans that brought about new ways of action. This expansion of worldview through the emergent themes contributed to my journey of transformation and professional development.

Progressing through action research cycles elicited a journey of transformation. The journey of transformation progressed through stages of awakening; discovery; engagement and applied learning. The stage of awakening was repeated after another problem was experienced in the next cycle. The first challenge experienced was the realisation that I was stuck in my traditional transmissive educational paradigm. Because of me progressing through the professional development framework, I needed to change. The challenge to change was as a result of being stuck in my initial transmissive educational paradigm. I was challenged to apply a different, emancipatory educational paradigm. Throughout the next cycles of action research, I applied and adjusted the valuable lessons learnt, until I improved my practice.

Another example of a challenge experienced that caused an awakening was that I was not able to facilitate a deeper reflection. This awakening of the challenge made me reflect what I could have been doing wrong. I felt like a failure. But I needed to reflect on my own facilitation practices to where the problem lies. The professional development framework guided me to firstly reflect on what I could have been doing wrong. I had to look at the reflection journals of the participants in Cycle 1 and analyse the depth of the reflection through the answers. I assessed my own facilitation practices and analysed taken-for-granted assumptions. These taken-for-granted assumptions included that I thought I could facilitate transformative learning in a group work-session during a short period.

I acknowledged what could have contributed to the problem. I discussed the problem with my peers and supervisors. After careful consideration, I used Mandela as an example, but I had to be careful to not stimulate political debate due to the sensitive material about the political background at the time portrayed in the movie. I used Mandela as an example to stimulate a deeper level of reflection, which leads to participants being able to reflect about their leadership challenges. The progression through my professional development framework guided me towards editing video clips, piloting the interview using reflective video clippings and applying the video clips during the interview process. The results were promising.

The journey of transformation guided me to autonomous thinking. I could connect theory to practice as I tested and compared new concepts and practices with previous techniques. The testing and comparison helped me to move away from uncritically accepting new methods. I had to apply, adapt, learn and reapply; constantly constructing my knowledge through trial-and-error. The journey of transformation helped me to move from a non-reflective habitual action to a more conscious practice. I experienced a change in perspective to a more sophisticated view of facilitating and expanded my view of what facilitating transformative learning really entails. I thought I could facilitate change; until I was challenged to change myself. Ultimately, I could understand the experiences of the participants because I had authentic experiences of transformative learning myself.

This brings me to the answer to my research question in relation to the data analysis as illustrated in Figure 7-9⁸ on the following page. As I journeyed through the cycles of plan, act, observe and reflect, my learning involved an awakening, discovery, engagement and applied learning. The action research process aligned with the findings of my developmental journey and resulted in my professional development. This professional development journey was aligned within a framework, which I call the transformative professional development framework. The transformative professional development framework guided me through a safe exploratory manner to make sense of the participants' reflection journal and detect what was working to facilitate transformative learning and what was not. I could become aware of holding limiting or distorting views. After examining the views, I was open to alternatives and could transform, how I made meaning through the action research process. I could develop new frames of reference and reintegrate my new learning into practice. I built confidence and felt empowered as I was able to explore actions towards an improvement and my epistemology of practice.

⁸ Original contribution to knowledge – Expands Kings' (2005) stages on the professional development stages of a facilitator of transformative learning: Cross-reference Chapter 8 Section 8.3

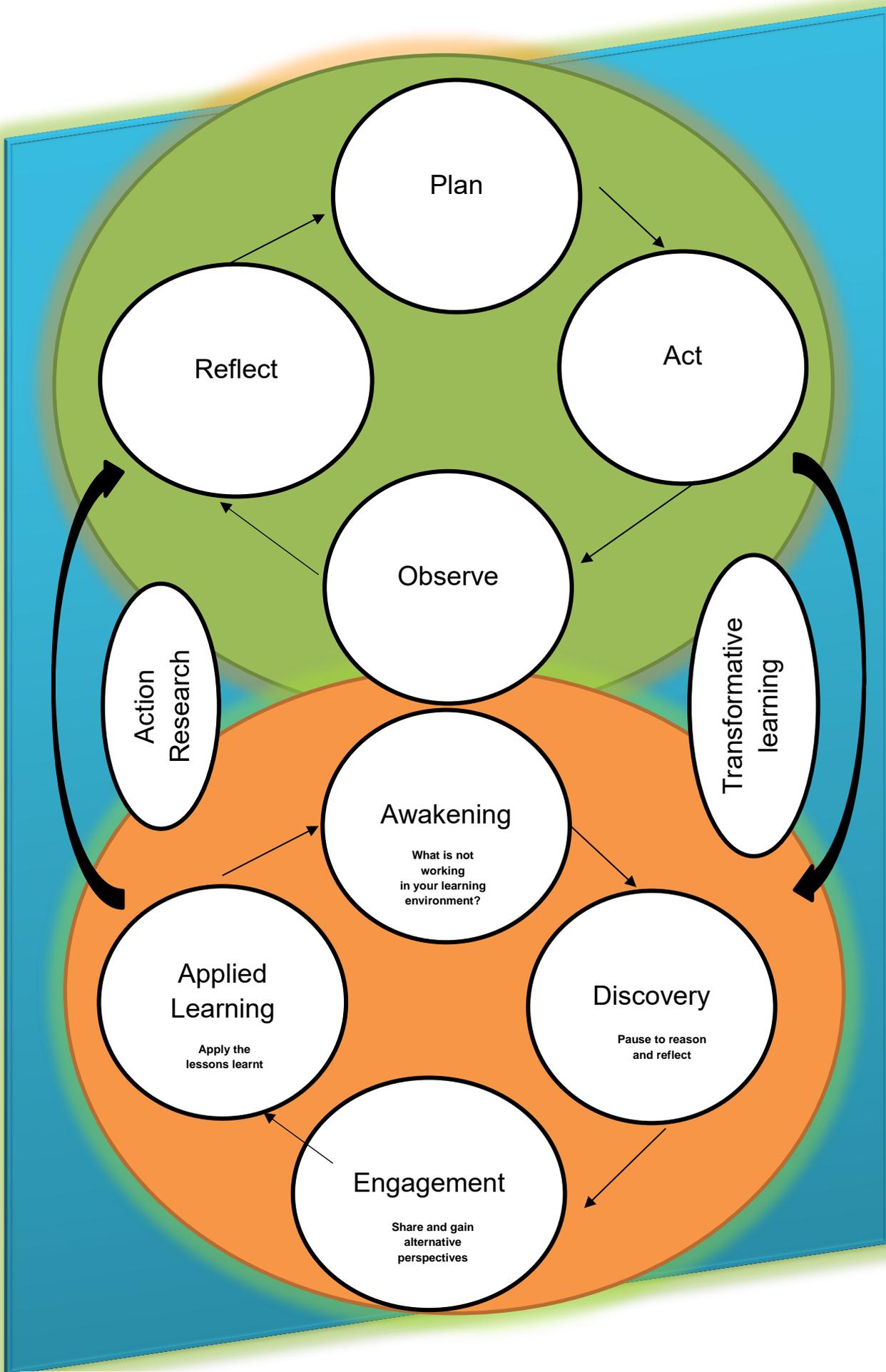


FIGURE 7-9: TRANSFORMATIVE PROFESSIONAL DEVELOPMENT FRAMEWORK: HOW I DEVELOPED MY EPISTEMOLOGY OF PRACTICE

7.6 REFLECTIVE LESSONS TO OTHER NOVICE FACILITATORS WITH SIMILAR PRESUPPOSITIONS TO GUIDE THEIR FUTURE PRACTICE AS ANSWER TO RESEARCH SUB-QUESTION 4

I learned valuable lessons during the facilitation journey. These lessons formed part of my developmental process as a facilitator of transformative learning. The practitioner-researcher journey provided an opportunity to learn from the facilitation experience as Kolb's (2014) findings suggested that learning through experience is a proven approach to adult learning and development. These lessons enhanced an understanding of facilitating transformative learning in practice and developed my epistemology of practice. I provide these lessons as answer to **Sub-question 4**, which was:

What lessons could I share with other novice facilitators with similar presuppositions to guide their future practice?

I learned the following lessons, which I wish to share with other novice facilitators about the practice of transformative learning:

7.6.1 The facilitator of transformative learning should know the principles of a transformative pedagogy

I learned that a facilitator of transformative learning is a mediator for change, and therefore needs to be willing to adapt and change them. The shift from having roots in transactional education to becoming a facilitator of a transformative pedagogy is difficult. As much as transformative pedagogy involves engaged learning, for the facilitator this implies the engagement with their own hampering factors that limit their belief in themselves and the power in the learning environment. A transformative pedagogy means not only aspiring towards transforming others, but also oneself. The facilitator needs to do introspection in terms of what is needed to facilitate transformation or change. They need to assess within their own meaning schemes and meaning structures what holds them back from realising their own transformative potential. This could lead to liberation within themselves from own subjective barriers within their values, beliefs and attitudes and habits. I learned that the facilitator of transformative learning needs to let go of the past teaching practices; be open to a transformative process; be open to new learning and embrace change to facilitate change. The lessons I learned are synthesised in a competency framework for the facilitator of transformative learning, as presented in Figure 7-10⁹ on the following page.

⁹ Original contribution to knowledge – Cross-reference Chapter 8 Section 8.3

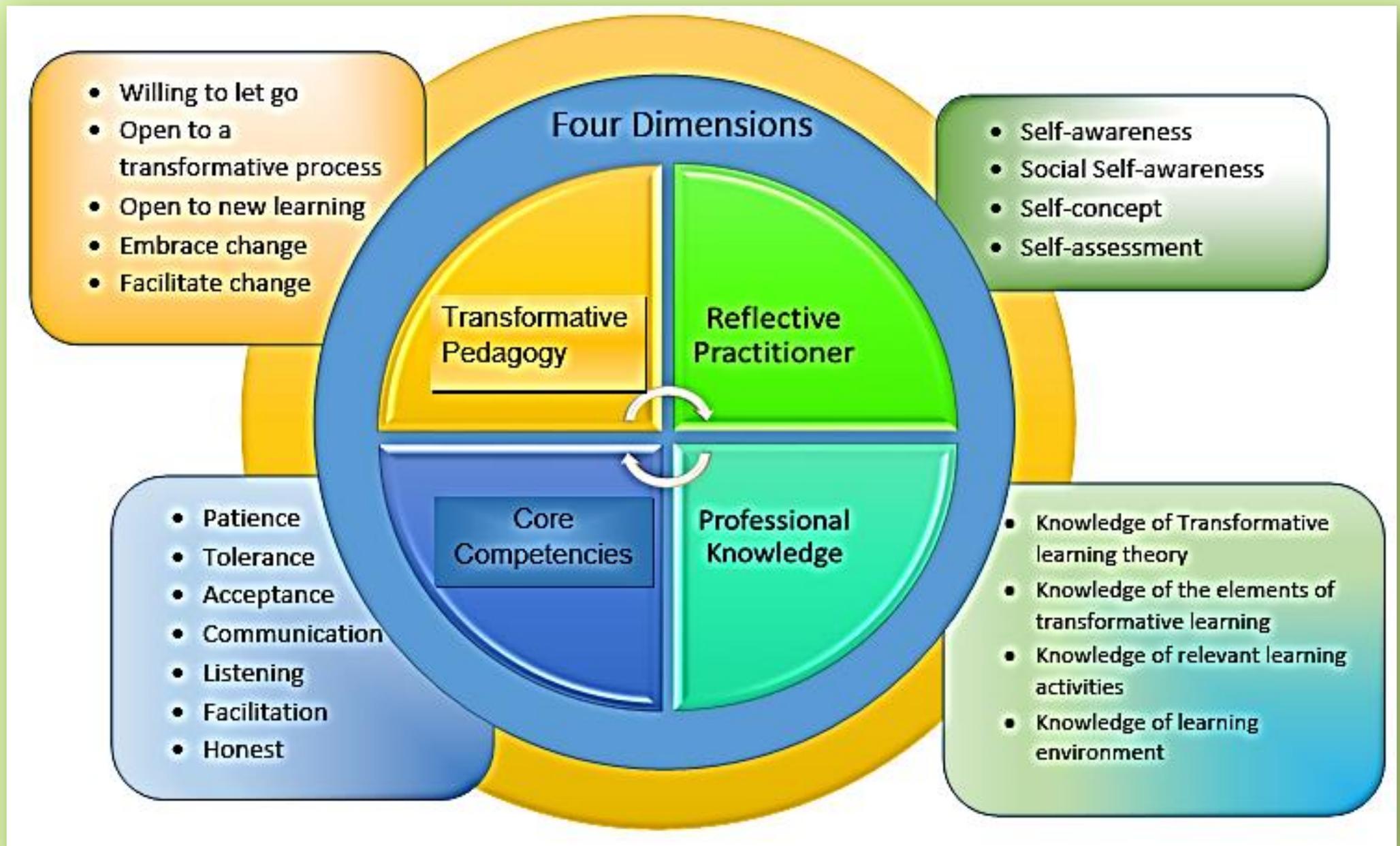


FIGURE 7-10: A COMPETENCY FRAMEWORK FOR A FACILITATOR OF TRANSFORMATIVE LEARNING

7.6.2 The facilitator of transformative learning needs to embrace reflective practice

Self-assessment, although challenging at times, guided me to examine, where I was and where I needed to be as a facilitator in the transformative learning process. Self-assessment challenged me towards improvement, development and exploring the need for change. The mirror did not always project a positive image of me as facilitator. At some points, I realised I was not a facilitator, but a manipulator, due to the traditional paradigm that I had to break through. During this reflective process, I was challenged to reassess my values and attitudes towards the teaching profession and this guided me to think deeply about who I was, and that I needed to become an emancipated facilitator. The learning process was disruptive, but as I saw the value thereof, the lessons became empowering stepping stones towards understanding that I needed to break free from my limiting and diluted vision of what a facilitator was. An attitude of openness towards the reflective learning process enhances the development of personal and professional capabilities.

7.6.3 The facilitator of transformative learning needs professional knowledge

Shifting of worldviews requires an understanding of the complexity of the worldviews. I needed to provide a safe environment and stimulus for the participant leaders to come up with solutions themselves to help guide leadership action amidst the challenges and hampering paradigms that obstruct their worldviews. I understood that the participants are not complaining, when they raise the views, but that raising their frustrations would provide a building block for alternative perspectives to be developed through support and understanding. Fostering transformative learning is seen as a deliberate and conscious strategy. I needed to equip myself to be able to enhance the ability to stimulate participants to a deepened level of reflection. I needed an understanding of concepts such as presentational knowing, which, according to Wang and Yorks (2012), is an epistemological bridge, could help learners to transform tacit knowing and experience into an enhanced self-awareness through making the subjective objective and open to reflection.

Choosing relevant learning activities that could facilitate reflection of the self in the leadership context could be helpful. Creating a supporting learning environment is imperative. As a facilitator, I needed to be sensitive to diversity. I came to the understanding that not everyone has the courage or shows a willingness to express their views with others they are not comfortable with. I realised I had to provide encouragement and support, where needed. I had to use the skills of reflexive observation to identify the participants, who were not participating in the discussions and encourage them to do so. The facilitation process broadened my understanding of the need for professional knowledge in terms of the transformative learning theory; knowledge of the elements of transformative learning; knowledge of relevant learning activities and knowledge of the learning environment.

7.6.4 The facilitator of transformative learning needs to embrace core competencies

During the facilitation journey, I learned that reflective learning can stir emotions. The facilitator needs to know how to deal with possible feelings, emotions, reactions, sensations that may be stirred in the participants. A neurobiological approach suggests that transformative learning (1) requires discomfort prior to discovery; (2) is rooted in students' experiences, needs and interests; (3) is strengthened by emotive, sensory and kinaesthetic experiences and therefore demands that facilitators acquire an understanding of a unique discourse and knowledge base of neurobiological systems (Taylor, 2008). Dealing with the emotions of participants is not an easy task, I realised as one participant broke down and cried during a one-on-one session. However, as the facilitator, I needed to accept the emotional discomfort and accompanying tears and understand the role thereof in the transformative learning process. I needed to be patient and provide support.

Incorporating emotions, feelings, intuition and imagination leads to a more holistic understanding of transformative (Dirkx *et al.*, 2006; Dirkx, 2008). I realised I need to be open to the emotions that may accompany the transformative learning experience and understand how to deal with them in a supportive, calm manner. Even though I had outcomes that I wanted to achieve in the back of my mind during the facilitation process, I needed to pause and allow space and time for the emotions to flow as the participants examined and explored the issues of concern in themselves. Through this facilitation journey, I learned core competencies needed in the process, which include patience; tolerance; acceptance; communication and listening skills.

The finding highlights the relevance of setting up platforms for discussion, dialogue, communication and rational discourse in transformative learning settings. This communication strategy caused that I had to take a step back to allow the participants to gain an alternative perspective from their peers. I, however, had to provide support, encouragement and be an active listener during the process. Fostering dialogue and discourse requires empathy, openness, attention and trust. The facilitator needs to guide the learner participant through a process of "learning liberation" through the engagement with critical theory (Brookfield, 2005) through "open dialogue, critical questioning; and suspended judgment, while listening attentively and with the intent to increase understanding (Mealman & Lawrence, 2002:8).

When groups gather in dialogic spaces, there is often diversity of cultures, values, opposing views and opinions. I needed to encourage participation and the respect for diversity, which encompasses respect for diverse opinions. Feinstein (2004) suggested that the facilitator understands that the participation in reflective discourse does not assure that a transformative learning experience will occur. However, I needed to be open to provide the support structure and relevant learning activities for engagement in reflexive dialogue. I needed to encourage common sense reasoning and openness during the dialogue process. Viewing learning as a meaning-making process that occurs in conversation shifts the focus from an individual and cognitive process to a social and

holistic process group (Ziegler *et al.*, 2006). I further needed to be open to placing the learner at the centre of learning. I needed to help participants find their inner voice and power; therefore I needed to have and advocate sincere compassion and respect for participants' opinions.

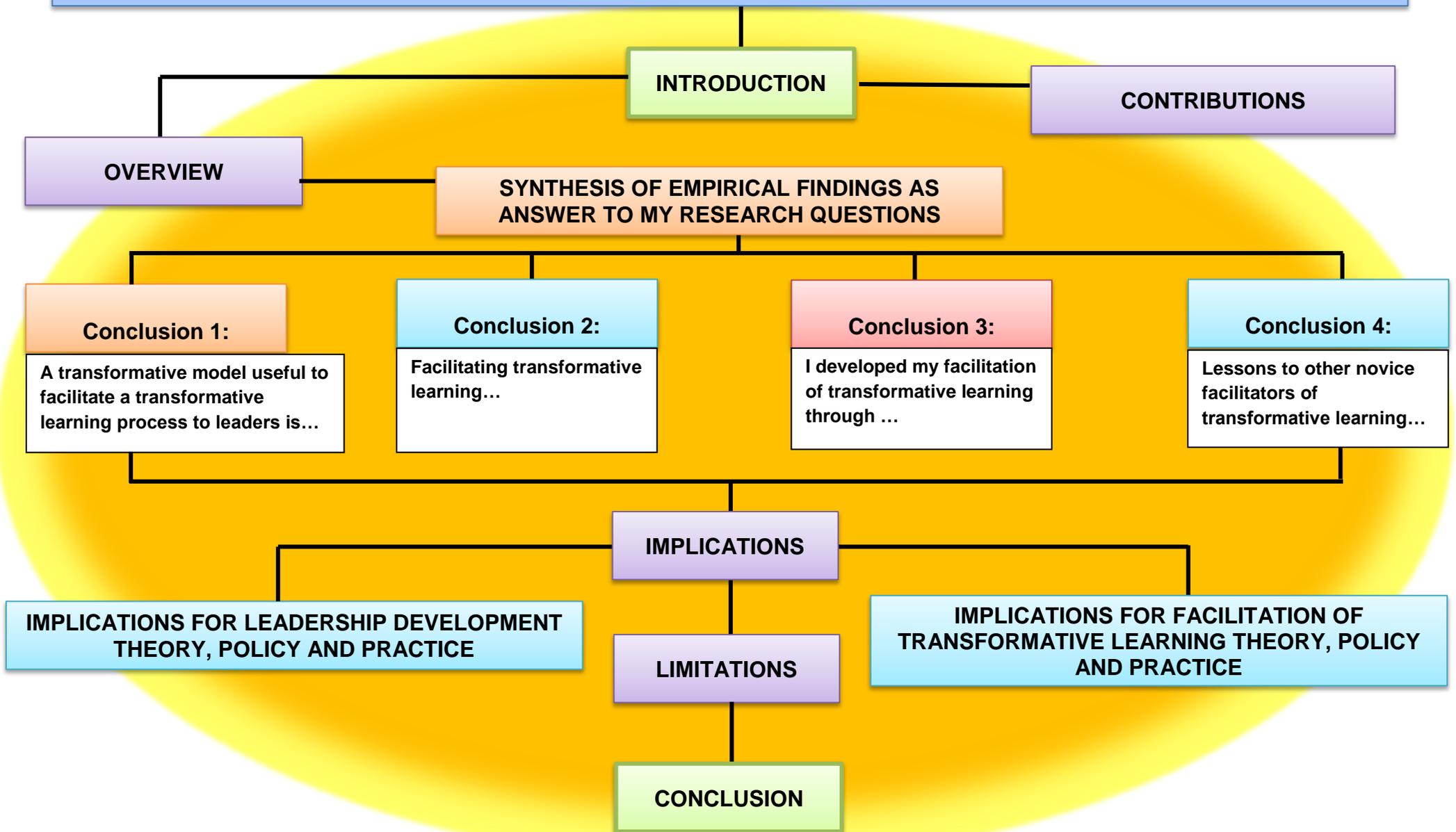
7.7 CHAPTER SUMMARY

The purpose of this chapter was to validate an argument that, in the process of challenging others to a transformed perspective, the facilitator of transformative learning could be challenged to a transformative developmental learning journey. This argument broadens the perspective on transformative learning; in the sense, I believed transformative learning applies to develop an epistemology of practice. Through my cyclical action research process, I sought answers to **Sub-research question 3**, which was:

How could I develop my facilitation of transformative learning through reflective assessment of my limiting assumptions towards change?

This research question was answered through a framework data analysis process, which provided structure to how data were analysed and findings interpreted. Data gathering involved data collection instruments such as journal entries; workshop evaluation forms; independent participant evaluation; and participant reflection journals. The participant's perceptions and the other sources of data were considered and interpreted in every cycle of the action research process. In addition, this chapter presented the reflexive lessons learnt during the developmental facilitation process as answer to **Sub-research question 4**. The following chapter presents the synthesis, conclusions and recommendations of this study.

CHAPTER 8: REFLEXIVE SYNTHESIS, CONCLUSION AND POSSIBLE IMPLICATIONS



CHAPTER 8: REFLEXIVE SYNTHESIS, CONCLUSION AND POSSIBLE IMPLICATIONS

8.1 INTRODUCTION

The main purpose of this study was to provide a self-critical, reflective account of practitioner inquiry into my professional learning experiences as a novice facilitator of transformative learning. The aim was to derive insight from a practice-based epistemology on how to improve my facilitation of transformative learning in a leadership development programme in the Technical Vocational Education and Training (TVET) sector in South Africa. The study pursued the following research question, which was:

How can I develop my facilitation of transformative learning in leadership development in the Technical and Vocational Education and Training (TVET) sector in South Africa?

The study sought and provided answers to the following sub-research questions, which were:

- Sub-question 1:** Which existing transformative model could be useful to facilitate a transformative learning process to leaders in the Technical, Vocational Education and Training (TVET) sector?
- Sub-question 2:** How could transformative learning build leadership capacity in the Technical, Vocational Education and Training (TVET) sector?
- Sub-question 3:** How could I develop my facilitation of transformative learning through reflective assessment of my limiting assumptions towards change?
- Sub-question 4:** What lessons could I share with other novice facilitators with similar presuppositions to guide their future practice?

Positioned in a research gap, this study addressed the need for leadership development in the TVET College sector. In November 2012, the Department of Higher Education and Training (DHET) announced the need for leadership development in the South African Technical and Vocational Education and Training Sector. Scholarly contributions highlighted the need for leadership development to address the institutional governance problems in the TVET college sector (Akoojee & McGrath, 2005; Gewer, 2016; Kraak, 2016; Kraak, Paterson, & Boka, 2016; Powell, 2012). In addition, the research findings showed capacity building interventions to capacitate college leaders for the demands of the TVET college leadership role so far seem to have been inappropriate and ineffectual (Blom, 2016). I believed transformative learning could build leadership capacity and

capacitate the leaders to deal with leadership challenges. However, no existing research could be found that integrated transformative learning in leadership development within the institutional context of the Technical and Vocational Education and Training Sector in South Africa.

In addition, there was a general lack of research and a paucity of evidence on the developmental learning experiences of a novice facilitator in the South African context, taking into account the unique South African historical background and educational context. Cranton (2006) observed that research on transformative learning is greatly impoverished by the failure to attract larger numbers of educators of colour, which highlights a critical gap in research contributions relating to the discourse on transformative learning theory in practice. This research addresses the gap by contributing to the discourse on transformative learning in practice, from an educator of colour's point of view.

Literature guided the study. Literature on the transformative learning theory (Mezirow, 1991); a transformative learning model as implementation framework (Glisczinski, 2008); professional development (King, 2005) and transformative learning in leadership development (Bushell & Goto, 2011; Ciporen, 2010; Closs & Antonello, 2011; Donaldson, 2011; Gray, 2007; Harris, Lowery-Moore & Farrow, 2006; Mabey, 2013; Watkins *et al.*, 2011; Wilhelmson, 2006) formed the theoretical basis of this study. The theory presented a framework to explore how to facilitate transformative learning in leadership development in the South African TVET sector. Data gathering during the five-year action research process included participant reflection journals; transcriptions from audio recordings; workshop evaluation forms; independent participant evaluation and my researcher reflection journals; as well as semi-structured and focus group interviews. In addition, thematic analysis guided the data analysis process.

The study contributed as follows: first, the study adds to the conversation on the professional development process of a facilitator of transformative learning (King, 2005; Kumi-Yeboah & James, 2012). The study contributes to King's (2005) stages of professional development. This study suggests stages of awakening; discovery; engagement and applied learning, and as the practitioner-researcher progresses through the action research, the stages of plan, act, observe and reflect. These stages formed an integral part of the developmental learning process. I developed my epistemology of practice as I integrated the action research stages with these stages of my learning journey. The stages offered a professional development journey, known as the transformative professional development framework. The stages characterised this novice facilitators' professional developmental learning journey and how I developed my epistemology of practice. The study also contributes to the literature on leadership development by proposing leadership activities relevant to each element of transformative learning. Furthermore, the study suggests a transformative capacity-building framework, expanding on the work of Gliszinski's (2008) transformative learning model to include the findings of personal reflective learning;

leadership learning; leadership team learning and leadership development. This chapter presents a synthesis of the research findings in relation to the research question and sub-questions and original contribution made. It then discusses implications and limitations of the study and recommendations for future research.

8.2 OVERVIEW OF THE STUDY

Chapter 1 served as an introduction to the study and provided the motivation to facilitate transformative learning in a leadership development intervention within the context of the TVET sector. The chapter provided the background to the problem and institutional context of the study; and the need for leadership development in the TVET sector was clarified. My professional history and research interest as fuel for action were provided. The significance of the study was expressed in the light of the possible contribution that the study could make to advance understanding of the developmental learning journey of a novice facilitator of transformative learning. I clarified my positioning in terms of my research design and methodology as the roadmap that guided my research actions. Fourth, I explicitly stated my assumptions, which influenced the way I conducted the study and specified the key operational concepts. Thereafter, I explained the way, in which I addressed the complexity of the dual roles of practitioner-researcher, as these could affect the quality of the research, if not considered during the research process.

Chapter 2 provided a review of the literature on transformative learning. The chapter described the integrative review process applied in this study. The integrative review process explained the steps in conducting the review. The integrative review process resulted in the development of themes in relation to the transformative learning theory. Through such integrative review process, I was able to develop a literature review argument map. The literature review argument map was helpful to determine a research gap, within which I could position this research. The themes generated through the integrative review process were the theoretical foundations of transformative learning theory; the transformative learning process and facilitating transformative learning in practice. The first and second themes were explored further in this literature review. The first theme, which was the theoretical foundations of the transformative learning theory, explored the definition of transformative learning theory. Philosophical influences, alternative perspectives and the roots of the transformative learning theory were thereafter explained. Subsequently, the transformative learning process with relevant concepts was provided. Moreover, the critique in terms of theory and application of the transformative learning theory was described.

Chapter 3 provided a review of the literature related to facilitating transformative learning. A definitional framework for transformative education, in which to position my study, was provided. Thereafter Gliszinski's (2008) transformative learning curriculum model as implementation framework for my facilitation practice was motivated. Thereafter, advantages to facilitate

transformative learning in practice and challenges to facilitate transformative learning in practice were reviewed. Methodologies applied in practice were explored. This included a review of the methodologies applied in other research studies and methodological challenges were identified. Findings from the review in terms of action research methodology employed in other studies were provided. It was argued that transformative learning has a natural affinity with action research and was therefore relevant to facilitate transformative learning in practice. Moreover, action research supports an epistemology of practice.

Chapter 4 provided a theoretical framework on leadership development. The literature review provided a definition of leadership, through which key scholars' views on leadership and the difference between management and leadership was explored. Second, the literature on leadership theories as the foundational basis to leadership development was provided. Third, a definition of leadership development was provided. Fourth, leadership development for leaders in challenging organisational environments was explored. A multi-level perspective on leadership development processes and outcomes were presented. An argument for transformative learning in leadership development was justified. Thereafter, the need for transformative learning in leadership development was motivated. I proposed that transformative learning is valuable tool to capacitate leaders through learning from experience; critical reflection; dialogue and action. Finally, a gap in literature was addressed and leadership development activities to foster transformative learning in practice were given.

Chapter 5 provided a detailed description of the research design, my chosen theoretical paradigm undergirding an epistemology of practice, and key philosophical perspectives. My defence for choosing my research approach to suit the research purpose was given. Key theoretical underpinnings of the action research methodology were provided. My positioning regarding the type of action research method that I chose was clarified. Data generation methods per cycle were explained. Methods for data transformation and synthesis were highlighted. Presentation of data display and consolidation was explained. The methodological challenges experienced and lessons learned were shared as well as how I addressed the complexity of the practitioner-researcher role during this research process.

Chapters 6 and 7 presented the research findings per action research cycle in detail and included data from three action research cycles as they unfolded. The findings from the thematic analysis of participant reflection journals; transcriptions from audio recordings; workshop evaluation forms; independent participant evaluation; semi-structured and focus group interviews and my researcher reflection journals were explained. The themes, which emerged from the research, together with minor categories and evidence, were presented in relation to each finding. The discussions of each research finding were concluded with an integration of the research results in frameworks as part of the data synthesis process.

Chapter 8 brings the discussion of the findings to a logical conclusion. In the final chapter, I aim to reflect on the initial research question and attempt to provide logical answers to the research question through a synthesis of the research findings. The findings are reviewed in terms of the literature to explain, whether and how my findings contribute to the existing body of literature. Thereafter, implications of the findings on theory, policy and practice are discussed. The significance of the research is stated, limitations and shortcomings are highlighted, and suggestions are made for further research that could serve as a building block towards a further research agenda. I will provide final reflections on the study and provide a conclusive summary.

8.3 EMERGENCE OF MY LIVING EDUCATIONAL THEORETICAL DEVELOPMENT AND SIGNIFICANCE OF THE RESEARCH

This research study contributed to the research on transformative learning and leadership development. The findings in this research study support Day's (2014) argument that leadership development processes and outcomes, focused on individual capabilities, are essential to build leadership capacity in an organisation. In addition, the findings of this study concur with Kegan and Lahey (2009) as they believed leadership challenges could be met by transforming the leaders' mind-set; therefore, leadership development focusing on constructing experiences, including one's thinking, feeling and social-relating are essential. The findings of this study suggest transformative learning in leadership development of leaders in challenging organisational settings. I concur with Hedberg's (2009) view about the importance of reflective learning in leadership development. Reflective learning provides a way of recognising and maximising the personal value of a learning experience. Personal reflective learning refers to reflective inquiry that could lead to insights about habits of mind and heart, and should help participants see how their habits influence actions (Hedberg, 2009).

The findings of this study support Malik and Roberson's (2014) view that transformative learning in leadership development provides leaders with the tools to empower leaders to respond to turbulent times. These study findings highlight the relevance of transformative learning in leadership development and I thus concur with Cope (2015) that integrating transformative learning in leadership development practices encourages learning about oneself as a leader; learning about the organisation; learning about the environment and organisational networks; learning about the leadership function and learning about the nature and management of relationships. In addition, this study concurs and supports Olivares's (2011) suggestion that experiential personal events integrated in leadership development can lead to formative individual capacity building.

Table 8-1 demonstrates the original contributions as a result of the research done on the following page:

TABLE 8-1: EMERGING THEORETICAL DEVELOPMENT TO CONTRIBUTE TO EXISTING KNOWLEDGE ON TRANSFORMATIVE LEARNING AND LEADERSHIP DEVELOPMENT

CONTRIBUTIONS TO THE EXISTING BODY OF KNOWLEDGE RESULTING FROM THIS STUDY			
Evidence	Ch	Contribution to knowledge	Purpose
		This study introduced a transformative learning model in the TVET sector in South Africa	No study could be found, where a transformative learning model was facilitated in leadership development interventions in the TVET sector in South Africa
		This study explored the developmental learning experiences of a novice facilitator of transformative learning in the SA context	There was a general lack of research and a paucity of evidence on the developmental learning experiences of a novice facilitator of transformative learning in the South African context
		This study is a contribution from an educator of colour	Cranton (2006) noticed a lack of contributions on transformative learning from educators of colour
FIGURE 2-3	2	A transformative learning concept map	To expand the understanding of integration of concepts of transformative learning in a visual manner
FIGURE 4-2	4	Leadership development activities to foster transformative learning in practice	To foster transformative learning in leadership development to expand knowledge on how to foster transformative learning in leadership development
FIGURE 6-2	6	A Transformative Capacity Building Framework	Expands Glisczinski's (2008) transformative learning model in leadership development practice
FIGURE 7-9	7	A Transformative Professional Development Framework	Expands Kings' (2005) stages of professional development of a facilitator of transformative learning and demonstrates how I developed my epistemology of practice
FIGURE 7-10	7	A Competency Framework for the facilitator of transformative learning	To integrate theoretical and practical findings on competencies of a facilitator of transformative learning

This study contributes to the existing body of knowledge, building on to the work of King (2005), Kumi-Yeboah and James (2012) in terms of the professional development of the facilitator of transformative learning. A research gap existed about a novice facilitator's transformative learning's professional development experiences within the backdrop of the South African context. To address this research gap, this study proposed a transformative professional development framework, where the developmental stages of King (2005) expanded and aligned with the action research process. The study suggests a transformative professional development framework, where the facilitator journeys through stages of awakening, discovery, engagement and applied learning. The study findings support King's (2005) view that a facilitator can undergo professional development through developmental stages. However, this study is different in that the facilitator in this study had roots in the transmissive educational paradigm. The study is also different in that the professional development framework integrated the action research stages of plan, act, observe and reflect as part of the developmental learning process.

Second, this research study engaged with Cranton's (2006) argument that the body of work on transformative learning is greatly impoverished due to educators of colour from various other contexts that do not see the relevance of the transformative learning theory. Cranton (2006) therefore suggested that there is a need for inclusion of points of view rooted in different perspectives. This research study provides such view from such a facilitator of colour in a South African context. However, even though the perspective was from a facilitator of colour and I, therefore, contribute in that regard, the taken-for-granted assumptions that influenced facilitation practice was not based on race, but on a transactional paradigm, from which the facilitator needed to be freed. In addition, I disagree with the perception noted by Cranton that it seems as if educators of colour do not see the relevance of the transformative learning theory. This research process made me realise that transformative learning applies to every person, from whichever ethnic background, who needs to be emancipated from limiting-taken-for-granted assumptions to become better leaders, facilitators or individuals.

The study findings suggest that a novice facilitator with roots in a transactional teaching paradigm can facilitate transformative learning, as long as they are open to a professional learning journey and willing to let go of their previously taken-for-granted assumptions. The study suggests a transformative pedagogy requires the facilitator to let go of power, control and predetermined or existing knowledge of what should be, according to the preconceived mind-set. The data indicates it is difficult for the facilitator with roots in the transactional teaching paradigm to step into the role of the facilitator of transformative learning. Future facilitators need to understand that – if they have roots in the transactional teaching paradigm – they need to make a paradigm shift and embrace the transformative pedagogy, not only for the learners, but also for themselves.

The data suggest that becoming free from presuppositions is a developmental learning journey that they need to embrace with patience and willingness to let go. The study findings show the professional learning journey is not an easy one. The learning process does not happen overnight. Through critical reflection; awareness; adaption; discovery; adaption and applied learning, the facilitators will progress from transactional teaching paradigm to facilitators of an emancipatory paradigm and become free and open to learning themselves. The transformative professional framework offers a unique epistemology of practice. Knowledge construction and development of practice occurred through stages of awakening; discovery; engagement and applied learning, and it offers a professional framework for transformative development.

Third, this study thus contributes to the body of knowledge on the practice of transformative learning (Brookfield, 2005; Dirkx *et al.*, 2006; King, 2003, 2004; Merriam, Caffarella, & Baumgartner, 2007; Mezirow & Taylor, 2009; Taylor, 2000, 2007; Yorks & Kasl, 2006). The study contributes to existing knowledge to enhance understanding about the novice facilitator of transformative learning's developmental journey and proposes a competency framework for the facilitator of transformative learning. This study is significant in that it proposes that facilitators of transformative learning can also assume the role of learners as they expand in knowledge and understanding of how to facilitate an emancipatory paradigm, while learning to become free from their own inhibitions, preconceived ideas and mind-set through a transformative professional development framework. The transformative professional development framework expands King's (2005) stages of professional development of a facilitator of transformative learning and shows how I developed my epistemology of practice.

As mentioned, recent trends in transformative learning recognised the importance of transformative learning in leadership development (Bushell & Goto, 2011; Closs & Antonello, 2011; Watkins *et al.*, 2011). Fourth, this study contributes to the discussion on transformative learning in leadership development because it proposes leadership activities relevant to each element of transformative learning. Furthermore, this study expands the transformative learning curriculum model of Gliszinski (2008) and proposes a transformative capacity-building framework relevant to build leadership capacity in the TVET sector.

Therefore, on the theoretical and practical level, the study adds to the existing body of knowledge through the above-mentioned original contributions, which could be used within the field of leadership development or transformative learning to expand knowledge on the topic further. The next section provides a synthesis of empirical findings in relation to my research questions and sub-questions.

8.4 SYNTHESIS OF EMPIRICAL FINDINGS AS ANSWERS TO MY RESEARCH QUESTIONS

The aim of this section is to explain, how I addressed the research question and sub-questions and interpreted the research findings in the light of existing findings in the field. This research study focused on the overarching research question:

How can I develop my facilitation of transformative learning in leadership development in the Technical and Vocational Education and Training (TVET) sector in South Africa?

I offer answers to the research questions in the following section:

8.4.1 Conclusion 1: Glisczinski's (2008) transformative learning model to facilitate transformative learning to leaders in the TVET sector

Sub-question 1: Which existing transformative model could be useful to facilitate a transformative learning process to leaders in the Technical, Vocational Education and Training (TVET) sector?

Answer to sub-question 1: Glisczinski's (2008) transformative learning model with the core elements of individual experience; critical reflection, dialogue and action integrated into the model applied to structure learning and facilitate a transformative learning process to leaders in the TVET sector. (Cross-reference for the answer to the research question, provided in Chapter 3: Section 3.4)

The empirical findings of this study suggest that Glisczinski's (2008) transformative learning model is relevant to facilitate transformative learning in a leadership capacity-building intervention. Glisczinski's transformative learning model integrated theoretical, developmental and epistemological literature of Mezirow (2000), Maslow (1970), Herbers and Habermas (1984) and applies to facilitate transformative learning in the context of the TVET sector. Glisczinski (2008) integrated the core elements that frame a transformative approach in this model. These elements include individual experience, critical reflection, dialogue and action. The model suggests how the facilitator of transformative learning should progress through each of these elements in the learning environment.

The study findings suggest the transformative learning curriculum model supports learning and meaning-making within a challenging organisational context. The study findings show that as the facilitator progressed through the stages of the model, the leaders were active participants in the learning process, and engaged in meaningful discussion about leadership challenges in the TVET sector. The study findings indicate that the transformative learning model encouraged engaged learning, where leaders had the opportunity to engage in reflective dialogue. The study findings support the view that leadership learning involves participation in a community of practice.

Facilitating Glisczinski's (2008) transformative learning framework guided participants to reflect on the leadership challenges experienced in their working environment. The exercises, facilitating critical reflection, presented the leaders with the opportunity to make meaning of their experiences and identify the hampering factors in their environment and in themselves to overcome the challenges experienced. Rational dialogue exercises seemed to be received well. Leaders gave positive responses regarding the opportunity to converse with leaders from other colleges. Opportunities for action produced reflections about what they could do to change their environment and address the issues in themselves and in their environment.

Based on the research findings in the data analysis and findings chapter, the following conclusions can be made:

- Glisczinski's (2008) transformative learning model is relevant in leadership capacity building interventions;
- Glisczinski's (2008) transformative learning model is a curriculum model that facilitates personal reflective learning; leadership learning; leadership team learning and leadership development;
- The transformative learning model supports learning and meaning-making within challenging organisational context;
- The transformative learning model facilitated active participation in the learning process;
- The transformative learning model supports learning, where learners engage in their own learning;
- The transformative learning model invites leaders to make meaning from their leadership experiences;
- The transformative learning model provides leaders with an opportunity to reflect on their actions to engage in a continuous process of learning.

The findings suggest that leadership experiences in the reflective classroom present an opportunity for leaders to learn from these experiences. The transformative learning model presented learning opportunities for leaders to develop in a supportive learning environment. This study supports the view that Glisczinski's transformative learning model is useful in leadership learning contexts. This study finding further supports the view that the transformative learning model could expand the capacity of leaders to perform in organisational leadership roles.

8.4.2 Conclusion 2: Facilitating transformative learning build leadership capacity in the TVET sector

Sub-question 2: How could transformative learning build leadership capacity in the Technical, Vocational Education and Training (TVET) sector?

Answer to sub-question 2: Facilitating transformative learning to leaders enhanced personal reflective learning; leadership learning; leadership team learning and leadership development in the TVET sector. (Cross-reference for answer to the research question, provided in Chapter 6)

Facilitating transformative learning enhanced personal reflective learning. Personal reflective learning resulted through self-awareness; self-assessment and reflective learning. Reflective exercises facilitated a process, where the participants noticed themselves as leaders. Reflective exercises guided introspection into factors inside and outside of themselves that were holding them back from becoming the leaders they were supposed to be. Reflective self-assessment facilitated participant self-knowledge; fears and challenges; identification of barriers in themselves and they could assess what they needed to break free from in the leadership context. Reflective learning encompassed meaning-making and a shift in perspective through critical reflection.

Not all participants showed the same degree of self-awareness. However, one participant, who demonstrated awareness, showed an emotional reaction in the form of tears and thus an emotional response to the deeper critical reflection. The awareness of self is the foundation, on which transformative experiences can develop. Self-assessment involved self-knowledge as a precursor to understanding or identify what hampered their leadership development and growth. Reflective learning allowed participants to step back from the learning experience through making meaning of their leadership experiences. Reflective learning helped participants to reflect on how they could improve performance amidst the challenging leadership context. Leadership learning occurred, when participants showed the ability to identify leadership challenges and proposed solutions to these challenges. Leadership learning resulted from the self-assessment about leadership effectiveness in the midst of these challenges; and communication about the leadership challenges.

Participants reported positive responses regarding their leadership experiences. Dialogue about leadership challenges promoted sharing of leadership experiences; connectivity with others and brought about alternative perspectives. The results showed how participants could make sense of their experiences in constructing perceptions of the challenges and proposing solutions thereto. The participants' explored alternative perspectives. Reflection on alternative perspectives guided participants to discover alternatives and solutions to these challenges. Not all participants showed openness and willingness to share leadership experiences. However, those participants willing to participate in engagement and reflective dialogue gave positive feedback about the experience. Reflective dialogue resulted in the leaders identifying with other leaders, who were experiencing

similar challenges; alternative views and building confidence. The engagements resulted in collaboration; support systems and leadership team learning. The data showed that communication was a building block for connection; relationship forming; gaining alternative perspectives and collaborative reflection.

The findings suggest that facilitating a transformative learning model builds leadership capacity, personal growth, enhanced leader self-efficacy and leads to the development of new insights, perspectives and the understanding of their role as leaders, amidst the leadership challenges. Transformative learning in leadership development can enhance capacity in leader self-understanding. Facilitating a transformative learning model helped bring leaders together to diagnose, strategise about and discuss leadership challenges. The leaders could draw up action plans.

Facilitating leadership development involves bringing leaders together to diagnose, strategise, develop action plans and increase responsiveness. Taylor (2007) warned that facilitating transformative learning does not warrant a shift in perspective that enables a transformation to take place. However, the findings of this action research study, based on the data gathering, analysis, interviews and research conducted, suggest that facilitating Glisczinski's (2008) transformative learning model was valuable in the leadership development context. The research findings further suggest:

- Facilitating transformative learning enhanced personal reflective learning; leadership learning; leadership team learning and leadership development;
- Facilitating transformative learning supports learning and meaning making within challenging organisational context;
- Facilitating transformative learning encouraged active participation in the learning process;
- Facilitating transformative learning supports learning, where learners engage in their own learning;
- Facilitating transformative learning invited leaders to make meaning from their leadership experiences.

This is illustrated in Table 8-2 on the following page:

TABLE 8-2: LEADERSHIP DEVELOPMENTAL EXPERIENCES DEMONSTRATED BY PARTICIPANTS

CHARACTERISTICS	DEFINITION	PARTICIPANT EXPERIENCES
FINDING 1: THEME 1 – PERSONAL REFLECTIVE LEARNING		
Theme 1: Subcategory 1: Self-Awareness	The capacity for introspection and the ability to recognise oneself as an individual separate from the environment and other individuals	The data indicated that some participants demonstrated self-reflexive thought, self-examination and introspection.
Theme 1: Subcategory 2: Self-Assessment	The process of formative assessment, during which the individual reflect on and evaluate the quality of their work and their learning; identify strengths and weaknesses, and revise accordingly	The data indicated an engagement in self-assessment, which involved self-knowledge; disclosure of fears and challenges; willingness to share the perceived barriers in themselves and a self-reflective account of what they think they need to break free from old patterns to become better leaders
Theme 1: Subcategory 3: Reflective Learning	Are the exploration and internal examination process	The data indicated reflective learning incidences, through which participants could make sense of their experiences
FINDING 2: THEME 2 - LEADERSHIP LEARNING		
Theme 2: Subcategory 1: Reflection about and proposal of solutions to leadership challenges	Worldview requires an interpretation and, therefore, the investigator must recognise and take into account the worldview of participants. In doing so, the participants create and make sense of their experiences	The data provided an understanding of how participants create and make sense of their experiences in constructing perceptions of the challenges through their worldview.
Theme 2: Subcategory 2: Leader- self-assessment	Critical consciousness starts with the ability to conscientise about perceived reality as a basis for self-understanding	Responses in the data indicated reflective thought and intrinsic engagement about their role in the leadership context
FINDING 3: THEME 3 - LEADERSHIP TEAM LEARNING		
Theme 3: Subcategory 1: Engagement and Reflexive Dialogue	Engagement encouraged making meaning through dialogue	The data highlighted the role of engagement and reflexive dialogue in leadership context
Theme 3: Subcategory 2: Support System	Critical consciousness starts with the ability to conscientise about perceived reality as a basis for self-understanding	The data suggested that engagement with others seemed to encourage support systems where relationships could be developed with members from other colleges facing similar challenges.

FINDING 4: THEME 4 - LEADERSHIP DEVELOPMENT		
Theme 4: Subcategory 1: Leader self-efficacy	A person's belief about his capabilities to produce effects	The data indicated facilitating transformative learning enhanced leader self-efficacy.
Theme 4: Subcategory 2: Leadership capacity	Leadership capacity refers to the perceived abilities, skills and expertise	The data indicated that bringing the leaders together to diagnose, strategise and discuss the leadership challenges builds leadership capacity.

The study findings support the view that facilitating transformative learning could expand the capacity of leaders to perform in leadership roles. In summation, the findings show transformative learning enhanced leadership development. Engagement in transformative learning elicited personal reflective learning; leadership learning; leadership team learning and leadership development of leaders in the TVET sector in South Africa.

8.4.3 Conclusion 3: A facilitator of transformative learning could be challenged towards transformative professional development

Sub-question 3: How could I develop my facilitation of transformative learning through reflective assessment of my limiting assumptions towards change?

Answer to sub-question 3: As novice facilitator of transformative learning, I developed my facilitation of transformative learning through a transformative professional development framework. (Cross-reference for answer to the research question, provided in Chapter 7).

Progressing through the iterative cycles of action research and aligning it with transformative learning presents the opportunity towards transformative professional development and sustainable change. As facilitator of transformative learning, I developed my facilitation of transformative learning through a transformative professional development framework, which culminated from this research process. The transformative professional framework is the result of emergent themes during the data analysis phase. These themes were awakening; discovery; engagement and applied learning. The emergent themes highlighted an alignment between Mezirow's (2003) stages of perspective transformation and King's (2005) alternative stages of the journey of transformation. I offered my epistemology of practice through this developmental process as I progressed through the action research cycles of plan, act, observe and reflect. The transformative professional development framework is illustrated in Figure 8-1 on the following page.

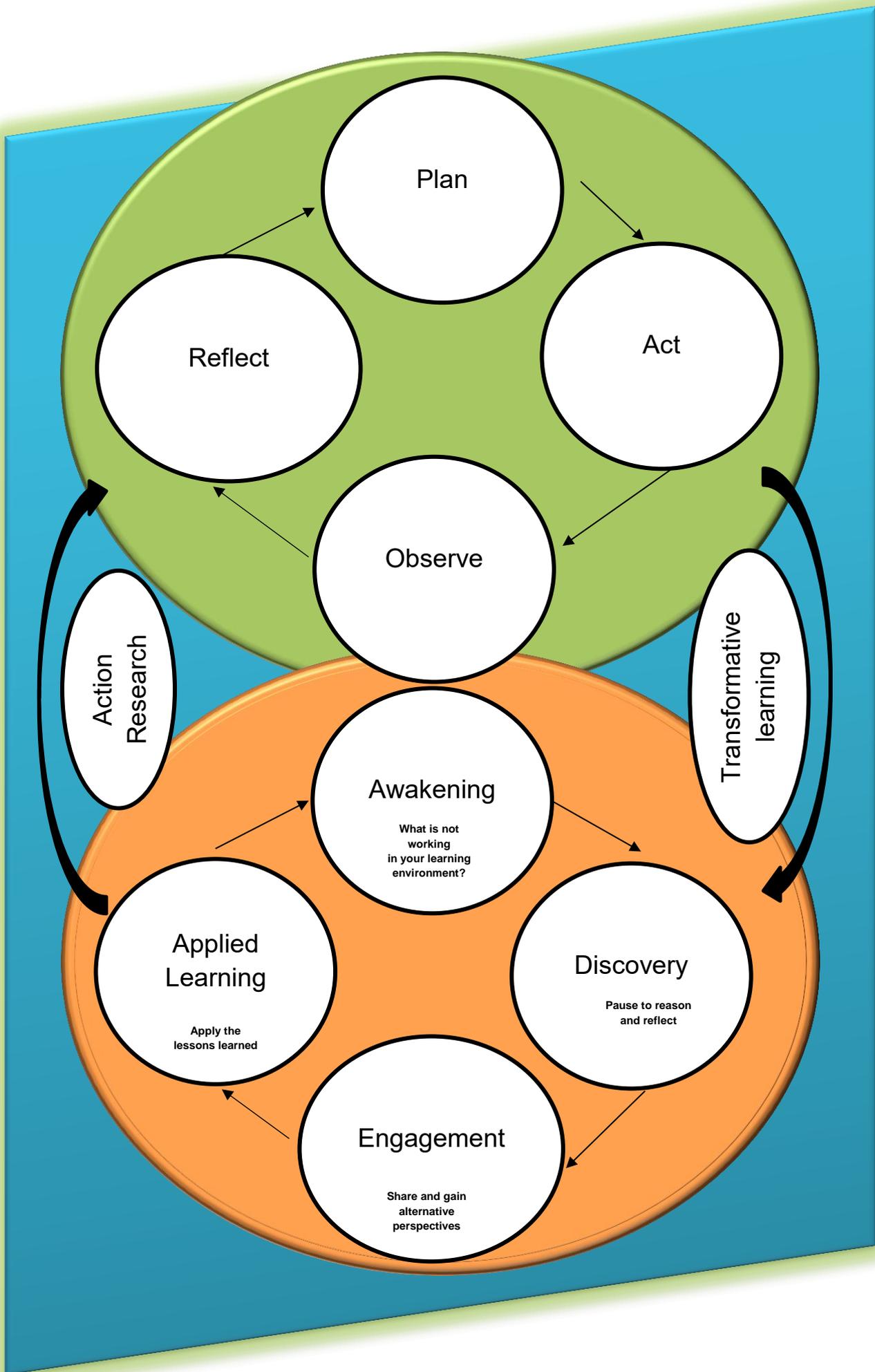


FIGURE 8-1: TRANSFORMATIVE PROFESSIONAL DEVELOPMENT FRAMEWORK

The emergent themes aligned with the stages of perspective transformation demonstrated my own transformative experience. To illustrate how the professional development could become transformative, I had to progress aligning transformative learning with action research. Action research presented the opportunity for continuous reflection in and on action towards improving my educational practice. Progressing through the iterative cycles of action research and aligning it with transformative learning presents the opportunity towards transformative professional development and sustainable change.

Meta-cognition applied during these action research cycles enhanced an epistemology of practice. Action research is an integral part of a transformative approach, requiring facilitators to participate in the processes of creation and transformation (Naeini & Shakouri, 2016). Furthermore, action research can support transformative learning as it involves forms of reflection on experience, experimentation in and through action and conceptualisation of what is being taught (Taylor & Snyder, 2012). Action research invites the participants into the research process, thus engaging dialogical practice and facilitating action (Gravett, 2004). Moreover, action research supports an epistemology of practice that moves away from a technical rationality to solving a problem in practice (Schön, 1995). An epistemology of practice that moves away from a technical rationality supports reflection-in-action (Schön, 1995).

Dirkx (2006) supports this view regarding practice-based learning as he suggests an epistemology based on a deeper understanding of the relationship between theory and practice. Dirkx (2006) proposed characteristics of an insider or practice-based approach to research, which includes:

- a) An emphasis on meaning arising within practice;
- b) Practitioner construction of knowledge;
- c) Knowledge as contextual and situated; and
- d) Focus on the narrative of practice.

In addition, Dirkx (2006) argued that practice-based research as allowed through the action research methodology, focuses on the concrete and situational nature of practice, the particular questions, challenges and issues that arise within that practice. I agree with this view and have gained valuable insights through the developmental experience. Developing an epistemology of practice required practice-based learning, which concurs with Kolb's (2014) notion of learning from experience. I concur with Kolb's (2014) findings that learning from experience is a proven approach to adult learning and development.

Furthermore, action research progresses through phases. This study supports the view that these phases of plan, act, observe and reflect are aligned with Mezirow's phases of perspective transformation. The practitioner-researcher can progress through these phases in a cyclical, iterative and reflective manner. Action research phases support a process of learning from

reflection-in-action. Action research phases support the construction of new knowledge through an epistemology of practice. Action research processes support the epistemic foundation for deep, reflective inquiry into practice towards knowledge creation. The next section summarises the lessons learnt during this action research study.

8.4.4 Conclusion 4: Lessons I could share with other novice facilitators of transformative learning

Sub-question 4: What lessons could I share with other novice facilitators with similar presuppositions to guide their future practice?

Answer to sub-question 4: The facilitator of transformative learning could enhance practice through a competency framework, which encompasses knowledge, skills and attitudes relevant to facilitate transformative learning in practice. (Cross-reference for answer to the research question, provided in Chapter 7, section 7.6).

The development of an epistemology of practice supported learning through a process of reflection-in-action and reflection-on-action. In the role of practitioner-researcher, this research process offered a developmental learning journey, through which I learned how to develop epistemological practice to become an authentic facilitator of transformative learning. This study proposes a competency framework for the facilitator of transformative learning. This competency framework (presented in Chapter 7, Section 7.6: Figure 7-10) is developmental of nature. The competencies presented are the only competencies required to foster transformative learning and require expansion through further research. The core competency domains presented are transformative pedagogy; reflective practitioner; professional knowledge and core competencies, which include patience, tolerance and others.

These competency domains, integrated into a competency framework, highlighted the knowledge skills and attitudes needed for a facilitator to foster transformative learning in practice. Knowledge of such competencies guided me to understand the role of the facilitator better and adjust my current practice. Applying the competency domains in practice helped me develop and grow into my role as facilitator of transformative learning. I developed an attitude of openness towards a learning process that promised to capacitate me as facilitator. The learning journey guided and developed my personal and professional abilities; challenged and empowered me to become an authentic facilitator of transformative learning.

The competency framework suggests that the facilitator of transformative learning should know the principles of a transformative pedagogy. Teaching for change requires alterations in classroom practices to foster critical pedagogy, liberation, praxis and empowerment. In order for the facilitator to engage in transformative learning, their teaching strategy needs to change from transactional

teaching to transformational teaching. Transactional teaching involves the transmission of knowledge from teacher to student. Learners should assimilate and synthesise the new knowledge on their own. Contradictory to transactional teaching, transformational teaching emphasises inquiry; critical thinking; higher-order thinking and communication skills.

A transformative pedagogy implies characteristics such as being open to a transformative process. The facilitator of transformative learning should be willing to let go of control. The facilitator of transformative learning should also be willing to let go of preconceived ideas. The facilitator of transformative learning should be open to new learning; to embrace change and facilitate change. As much as transformative pedagogy involves engaged learning, for the facilitator this implies engagement with their own hampering factors that limit their belief in themselves and their power in the learning environment. The facilitator needs to do introspection if there are negative traits in their self-concept that influence the belief they can facilitate transformation or change. They need to assess within their own meaning schemes and meaning structures what holds them back from realising their own transformative potential. This could lead to liberation of the facilitator from own subjective barriers within their values, beliefs, attitudes and habits. At the pedagogical level, transformative practice could engage learners as critical thinkers, participatory and active learners in the learning environment.

Second, the facilitator could develop an epistemology of practice through critical reflexivity. Reflective practice enhances the opportunity to grow into the role of facilitator of a transformative pedagogy. The facilitator of transformative learning needs to reflect on their own personal conscious experiences to construct learning; connect what they have learned from current experiences to those in the past; and for future reference in the facilitation journey. A reflective practitioner embraces self-awareness. The facilitator of transformative learning has their own meaning schemes. If the facilitator wants to influence others' meaning schemes, they need to be aware of their own through self-analysis and self-awareness.

Self-awareness is important as we then have a better understanding of who we are. Self-knowledge empowers the facilitator to make changes, build on our areas of strength and identify areas, where we would like to make improvements. If the facilitator does not know who they are and the role they can play in fostering transformative learning, they might miss the opportunity to use their influence. Self-assessment involves critical inquiry into the self by the self. Self-assessment within a critical pedagogy provides individuals with tools to better themselves and strengthen democracy. Transformative learning guides a different meaning perspective to transform the beliefs, attitudes, options, and emotional realisations that constitute our meaning schemes and perspectives (Mezirow, 1991). Learning transpires through an assessment of the self.

The facilitator needs to use self-assessment as a means to improve practice. Self-assessment can guide professional learning through evaluation of own teaching practices. Self-esteem in terms of

the positive view of our self tends to lead to confidence in our abilities as a facilitator. The facilitator does not need to worry about what others think of them, but be confident in the power they have in the learner-facilitator educational relationship. The facilitator needs to be aware of learners' reactions to the learning intervention. The facilitator should not allow learners' reactions to influence them negatively in terms of their vision, where they want to go within the transformative pedagogy. That requires belief in oneself, confidence in oneself and the commitment to pursue. Reflection on facilitation experiences is imperative. Noticing their own experiences guides a connection between thoughts, intentions and action.

The facilitator of transformative learning needs to demonstrate social-self-awareness. The facilitator functions in relation to the social and learning environment. The facilitator needs to notice the social environment, context, backgrounds and learners in the learning environment. Social awareness is one of the key components of consciousness-raising. Social self-awareness is our sense of orientation towards others as they are reacting to their own perception and understanding of us. Social awareness in the learning environment is important. Social awareness brings about social activeness, which makes a person empathetic towards others despite their race, religion, gender or ethnicity. Developing social awareness allows us to shape encounters, persuade, influence and inspire others. Social awareness can present person-perceptual information of potential relevance to one's social objectives. Fostering transformative learning requires engagement with and sensitivity towards the learners in the learning environment.

Social awareness is imperative for the facilitator to seek information about what is happening with the learners around them and how to respond to the learners. A greater awareness could lead to better understanding of the learners and the learning environment. Being aware can help the facilitator understand the emotions, needs and concerns of other people, to notice emotional cues. The ability to become socially aware of others could guide the facilitator to take a moment to see the situation through the eyes of another person. Filtering the experience through the other person's beliefs and values and perceptions of life could guide the facilitator's understanding of why the learner reacts in the manner they do. If the learner perceives that the facilitator understands their worldview or has empathy with them, it might create a willingness to share ideas or open up to communicate their experiences.

Third, the facilitator needs to integrate professional knowledge in the learning environment. Knowledge relating to our profession includes professional standards, professional knowledge and understanding, and professional skills, which, if nurtured, could enhance professional development. The facilitation process broadened my understanding of the need for professional knowledge in terms of the transformative learning theory; knowledge of the elements of transformative learning; knowledge of relevant learning activities and knowledge of the learning environment. When facilitating transformative learning, the facilitator further needs knowledge of transformative

education, basic principles of psychology (as they need to know how to deal with emotional responses), how to adapt in the learning environment and critical pedagogy.

The knowledge of how to foster transformative learning in practice helped me notice my experiences and how I needed to adapt my educational practice towards facilitating learning towards liberation of myself and the learners. Through the experiences, I could construct meaning of what was happening in my learning environment and in myself as the transformative process unfolded. Knowledge resulted through an expansion of consciousness and awareness of what was happening in and around me. I could make interpretations of the learning situation. Knowledge empowered me to construct understanding that the growth process is hard and takes time. The interpretations made often resulted in distress and confusion as I did not seem to achieve the desired outcome, but knowledge empowered me to realise that I was undergoing a transformative process myself, through which I needed to evolve, learn, adapt and grow.

Fourth, the facilitator of transformative learning needs to embrace core competencies. The facilitator of transformative learning needs specific knowledge and has to adopt certain skills, attitudes and values towards the learning environment. These competencies include patience; tolerance; acceptance; communication skills; listening skills and to be honest about progress. Slow progress or no progress in terms of the transformative process or outcomes might be a valuable opportunity for learning, assessments and modification. To make meaning of the transformative learning environment, the facilitator needs to observe and analyse, inquire, reason and engage. In the process of making meaning, the facilitator needs to engage in gaining information and make sense what is transpiring to add to their understanding and knowledge. In the process of meaning-making, the facilitator will develop understanding of the incidences relating to subject knowledge, pedagogical content knowledge and knowledge of educational systems and processes as it unfolds. This knowledge will empower the facilitator to make rational decisions and act thereon. The following section provides the implications for leadership development.

8.5 IMPLICATIONS FOR LEADERSHIP DEVELOPMENT THEORY, POLICY AND PRACTICE

This study highlights the need for more leadership capacity building interventions based on the transformative learning theory. While further research could elaborate on these early findings, these research findings have implications for practice. The implications of this study contribute to the scholarly conversation on leadership development in the South African TVET sector.

Implication 1:

The participants specified leadership challenges in the TVET sector. These leadership challenges, indicated through participant self-reports in reflection journals, suggest that leadership challenges impact the optimal leadership performance and effectiveness. Evidence suggests that leadership challenges in the TVET sector are real. The data indicate that leaders identified the challenges in their organisational context from the micro, market and the meso organisational environment. The participant responses suggest that, although there are factors affecting leadership performance within themselves, most of the challenges are claimed to be from the external organisational environment, which the leaders do not have control over. Future leadership development interventions should therefore further attempt to strengthen leadership capacity from the inside out to guide leaders to deal with these leadership challenges with the leadership capabilities, skills and resources that they have control over. This study suggests a number of steps should be taken to explore these challenges. Research should be undertaken to understand the cause and effect of leadership challenges on leadership performance in the TVET sector.

Implication 2:

Evidence suggests that not all participants will engage in self-reflective, self-assessment activities. Data indicate that some of the participant reflection journals relating to questions of self-assessment remained unanswered. The important factor, which could have influenced the willingness to participate, is trust between the facilitator and the participants and the participants' willingness to engage. Future facilitators should consider the sensitivity regarding self-assessment exercises, where participants might not engage in self-assessment activities. The facilitators should offer support and encourage all participants to participate in reflective learning activities.

Implication 3:

Reflective learning activities are valuable to enhance personal reflective learning in leadership development interventions. The data indicate that reflective learning exercises resulted in meaning-making and a shift in perspective in some participants' worldview. The reflective learning exercises could be incorporated in future leadership development endeavours to facilitate personal reflective inquiry to derive further insights into complex leadership issues hampering leadership performance.

Implication 4:

Incorporating an emotive leadership example relevant to a particular leadership development context in leadership development endeavours (such as the Mandela example in the South African context) is a valuable resource to facilitate a deeper level of reflection. The data indicate that participants had a strong relation to and could identify with Mandela as a leader in their South African context. Participant responses show meaningful engagement with the leadership example. Participants could connect with lessons from Mandela's life and draw relevance to their own leadership context and issues. The finding suggests the incorporation of Mandela as a leadership example in future leadership development interventions is effective to facilitate reflection.

Implication 5:

Evidence suggests that leaders experience a sense of power in their current situation, when given the opportunity to propose practical solutions to current leadership challenges. The data indicate the need for leaders to create solutions and make sense of their experiences and in doing so, "reconstruct" their current reality. Participants indicate positive responses towards the personal exploration of solutions. Future leadership development interventions should include opportunities to derive meaning from experiences and to propose solutions to these challenges. This seems to create a sense of power in the current situation.

Implication 6:

Evidence suggests positive experiences regarding dialogue activities. Data indicate positive responses to sharing and discussing leadership challenges. Data further indicate the role of dialogue in gaining alternative perspectives. Participant responses highlight the role of communication in leadership capacity building. Future leadership development intervention should include more dialogue and communication activities to build leadership capacity and allow leaders to share their leadership experiences in a democratic and participative leadership learning environment.

Implication 7:

Facilitating a transformative model to structure learning contributes to develop leadership capacity. Evidence suggests that the facilitation of a transformative learning model enhanced reflective learning, leadership learning, leadership team learning and leadership development. The data indicate positive responses to reflective learning activities based on leadership experiences. Critical reflective learning activities were relevant to facilitate thinking about factors hampering optimal leadership performance. Future leadership development interventions should apply the transformative learning model to enhance leadership capacity in the TVET sector.

8.6 IMPLICATIONS FOR FACILITATION OF TRANSFORMATIVE LEARNING THEORY, POLICY AND PRACTICE

The following implications of this study contribute to the scholarly conversation on facilitating transformative learning:

Implication 1:

The data show that transformative learning experiences are not exclusive to the learners, but that challenges experienced in the facilitation paradigm could illicit a trigger, resulting in consciousness-raising and awareness of the need for change. An unexpected result of this study are the data generated indicating an emerging learning process, which is shown through the transformative professional development framework. The finding suggests that even though the facilitator is there to facilitate a learning process, the learning process is not exclusive to the learners. Future facilitators of transformative learning need to be aware of such development and be open to a learning process themselves.

Implication 2:

Evidence suggests that problems experienced in the facilitation paradigm should be analysed, before being fixed. These problems experienced in the facilitation paradigm in the form of experiences, challenges and difficulties were the trigger/starting point of a developmental learning process in this facilitation journey. The facilitator should allow time to reflect and learn from these challenges to grow and develop as a facilitator.

Implication 3:

Evidence suggests emotional responses experienced by the facilitator in the facilitation process. These emotional responses resulted as the facilitator tried to make sense of the facilitation experience. The facilitator can also experience an emotional response. Emotional responses are therefore not exclusive to the learner. Other facilitators should regard these emotional responses as a normal part of the developmental and learning journey.

Implication 4:

Self-awareness created the potential for learning experiences. Evidence suggests that self-awareness had an influence on and in the facilitators' professional development process. The data indicate that even though the process of self-awareness is difficult for the facilitator and could be "disrupting", it allows the facilitator to examine and guide the behaviour of the self. Self-awareness is an essential factor that contributes to or hampers learning in the learning environment.

Implication 5:

Social self-awareness empowers the facilitator to assess their behaviour in relation to others in the learning environment. Evidence suggests social self-awareness is an important monitoring tool to monitor the learner's progress during the facilitation of transformative learning. Social self-awareness could guide the facilitators' perception and their orientation towards others and how they are received. Future facilitators should be sensitive and perceptive about social self-awareness and use it as a guide to the learners' reaction towards the facilitator and the learning environment.

Implication 6:

Reasoning as analysis helped determine possibilities, which influence the learning outcome. Evidence suggests reasoning with self has led to self-analysis to detect possible reasons for problems experienced in the learning environment. Data indicate that in this reasoning with self, which involved reflections about possible factors in the educational setting, the facilitator could detect core problems. Future facilitators could document findings in reflection journals, where notes of the reason process are kept. Analysis thereof could be a valuable reflective tool to discover aspects to consider for future modifications.

Implication 7:

Deliberation is purposeful to make sense of the facilitation experience. Deliberation allows for alternative perspectives articulated with others, who view the facilitator from an alternative (outsider) perspective. The data show that when the facilitator deliberated with others about the facilitation experiences, alternative views helped the facilitator make sense of and gain different perspectives. Future facilitators should use critical friends to deliberate the facilitation experience to guide the meaning-making of their facilitation experience from alternative viewpoints.

Implication 8:

Action research is a relevant reflective learning engine to guide a novice facilitators' professional development journey. Evidence suggests that the cycles of action research assist in the learning experiences of the facilitator. Through the action research steps of plan, act, observe and reflect, the facilitator of transformative learning can develop and learn from the previous cycle as the process could repeat in the next cycle. The facilitator can modify, adapt, revise, amend and expand their personal worldview as they improve their facilitation practice. This study supports scholarly findings that there is an alignment between transformative learning and action research. This study suggests how the action learning process could apply to support the professional development of a novice facilitator of transformative learning.

8.7 LIMITATIONS OF THE STUDY

To explain my limitations experienced in this study, a paragraph format could appear more acceptable in terms of academic scholarly requirements. However, I provide these limitations in list form to highlight each limitation experienced as I reflected on my research process and how these limitations could have influenced my study findings.

1. A limitation is that I was not an employee in the TVET sector, but in the South African Police Service. To overcome the limitation, I familiarised myself with the sector through reading up on the sectoral issues, curricula presented and updated myself on the current research about the sectoral developments.
2. A further limitation of my study was that I facilitated the leadership development programme in English. Reflective journals, therefore, had to be completed in English, which was the respondents' second language in most cases. This might limit the ability to convey their true feelings.
3. Limited funding is another constraint factor in this study. The South African Further Education and Training Leadership Initiative (SAFETLI) funded the research project. I had to operationalise the project within budgetary requirements.
4. This research project was a qualitative study that used open-ended questions in the semi-structured interviews during Cycle 2 of the action research process. This semi-structured interview had as purpose to understand the meaning from the participants' experience. A quantitative study would have a hypothesis and a process to measure the relationships between constructs. In this study, there is no evidence that the questions, based on the experience of watching the movie of the Mandela short video clips, were quantitatively valid, and thus causal relationships are descriptive rather than inferential and conclusive. Therefore, I believe that the findings of the study could be strengthened, if I employed quantitative tools such as surveys or pre- and post-multi-rater feedback, which is relevant in leadership studies.
5. I think a factor such as the trust-relationship between the facilitator and the learners in the learning environment could have affected the openness towards the learning process. I mentioned earlier in the findings section that not all participants would participate in the self-assessment section of the reflection journals. Avolio (2010) stressed the importance of understanding the developmental readiness of the leader to transform and change. Readiness, willingness and openness to learning might have influenced the research results. I suspect that if the participants were more open towards me as the facilitator and willing to learn, they might have taken part. It could be helpful to conduct this programme in future understanding that learners need to participate in all exercises. Therefore, the facilitators need to work on the trust-relationship between themselves and the learners to provide them with the support to take part in self-assessment exercises. Such trust-

relationship and willingness to participate would influence the research process and findings in a positive manner.

6. Delimitations are those characteristics that limit the scope and define the boundaries of the study. In terms of delimitations of this study, the dissertation does not engage in the full discussion of the practice of transformative learning. The reader should remember that the study explored the facilitation of transformative learning, with the focus on the developmental processes of the novice facilitator. Under the living educational theory of the action research process, the results of the study, therefore report on the educational influence of my learning as the facilitator on others (in this case, the participants in the TVET sector). The full extent of the transformative learning process of the learner lies beyond the scope of this study.
7. The study positioned itself within the boundaries of facilitation of the transformative learning model based on the work of Glisczinski (2008) and the developmental experiences of the facilitator during the facilitation process.
8. In addition, even though I acknowledge the close link between leadership and management, the scope of this study is beyond the spectrum of management. I focused on leaders and potential leaders in this study, as the aim is towards leadership, and not management development. I, therefore, did not include the concept of “management” in the literature review other than distinguishing between the concept of management and leadership, which I felt relevant for this study.

The following section will explore the recommendations for further research.

8.8 RECOMMENDATIONS FOR FURTHER RESEARCH

This study provides insight into how facilitating transformative learning builds leadership capacity in the TVET sector in South Africa. One finding suggests positive outcomes in terms engagement of leadership teams and leadership learning because of dialogue. However, the TVET sector needs sustained change, as specified through the Turnaround Strategy (Daily News, November 2012) introduced. Communication and dialogue about leadership challenges to create support systems and establish networks are good, but without action, it seems, a futile exercise. The study recommends further research initiatives that focus on implementing the ideas proposed by the leaders through action learning initiatives.

The study provides leadership development activities based on transformative learning. Leadership development activities for each element of transformative learning are proposed. There is a need to apply the theoretical model in practice and engage in further discussion regarding the effectiveness thereof in leadership development. Further research should focus on implementation of these leadership development activities and the success or failure thereof in terms of promoting transformative learning.

This study proposes a competency framework for the facilitator of transformative learning. Guidance provided in studies about fostering transformative learning in practice focus on the role of the facilitator (Brookfield, 2005; Dirkx *et al.*, 2006; Mezirow & Taylor, 2009). However, a competency framework was not developed up to this date. There is a need to expand on the competency framework to explore further the skills, competencies and roles of a facilitator of transformative learning in practice.

This study proposes a transformative professional development framework (Chapter 7, Section 7.5: Figure 7-9) as the result of the facilitation experience of a novice facilitator of transformative learning. Research generated by other novice facilitators with different presuppositions or contextual background or experienced facilitators of transformative learning could expand on this transformative professional development framework. Further research could expand on or critique the framework against further research findings.

8.9 CONCLUSION

The main purpose of this study was twofold: First, to provide a self-critical, reflective account of practitioner inquiry into my professional learning experiences as a novice facilitator of transformative learning. The aim was to derive insight from a practice-based epistemology on how to improve my facilitation of transformative learning in a leadership development programme in the Technical Vocational Education and Training (TVET) sector in South Africa. Positioned in a research gap, there was a general lack of research and a paucity of evidence on the developmental learning experiences of a novice facilitator of transformative learning in the South African context, taking into account the unique South African historical background and educational context.

The contribution to knowledge as a result of this study is the following: First, no single study could be found, where a transformative learning model was introduced in leadership development interventions in the TVET sector in South Africa. This study introduced a transformative learning model to build leadership capacity in the TVET sector in South Africa. Second, as mentioned above, there was a general lack of research and a paucity of evidence on the developmental learning experiences of a novice facilitator of transformative learning in the South African context. To address this research gap, this study explored the developmental learning experiences of a novice facilitator of transformative learning in the South African context. Third, Cranton (2006) noticed a lack of contributions on transformative learning from educators of colour. This study is a contribution from an educator of colour.

The original contributions, which resulted from this study are: On theoretical level, the study formulated a transformative learning concept map to provide understanding of concepts of transformative learning in a visual manner (Chapter 2, Section 2.3.2: Figure 2-3). The second original contribution to theory were leadership development activities to foster transformative learning in practice. I pointed out leadership development that could be used to facilitate each element of transformative learning. (Chapter 4, Section 4.6.5: Figure 4-2) and resulted from the theoretical engagement with the theory of transformative learning and leadership development relevant for leaders in complex organisations. Third, the original contribution that resulted from this study was a transformative capacity building framework (Chapter 6, Section 6.5: Figure 6-2) that expands King's (2005) stages of professional development of a facilitator of transformative learning and showed how I developed my epistemology of practice. The fourth original contribution that resulted from this study is a competency framework for the facilitator of transformative learning to integrate theoretical and practical findings on competencies of a facilitator of transformative learning (Chapter 7, Section 7.5: Figure 7-10).

The research was important for several reasons: First, the findings identify how facilitating transformative learning has the potential to build leadership capacity in the TVET sector. The study introduced an existing transformative learning model in a leadership development intervention.

The findings suggest that facilitation a transformative learning model enhanced personal reflective learning; leadership learning; leadership team learning and leadership development in the TVET sector.

Second, the findings can help policy-makers include a transformative learning model as part of the much-needed leadership development of TVET leaders. Including this recommendation in policy will guide practice to allocate resources and funding towards such initiatives. Curriculum planning could further develop the transformative learning model to tailor leaders' programmes to suit the needs of leadership in the TVET sector.

Third, the study findings are important as the transformative model is centred on a transformative approach to curriculum development, which includes the elements of the transformative learning theory. The transformative learning theory, integrated into leadership development, suggests an inside-out approach aimed at the individual transformational capacity building of the leadership in the TVET sector.

Fourth, the study findings support how a novice facilitator of transformative learning can improve practice. This study proposes a transformative capacity building framework, which guides reflection and learning as the facilitator progresses through the action research stages of plan, act, observe and reflect. The transformative professional framework is significant because it guides the developmental stages of the facilitator of transformative learning. The findings support and concur with research of King (2005) that a facilitator of transformative learning can improve practice through stages of professional development. This study, however, expands her research by aligning the alternative stages of professional development with the action research process. This study provides an original contribution in that the study expands King's (2005) stages of professional development of a facilitator of transformative learning and shows how I developed my epistemology of practice.

In closing, the findings provide guidance to a novice facilitator of transformative learning on my developmental learning journey. The research study shared documented experiences of the novice facilitator. The study engaged with Cranton's (2006) argument that transformative learning is impoverished by the failure to attract large numbers of educators of colour and that the body of work, pertaining to the transformative learning needs' inclusion of points of view, rooted in different perspectives. This study supports Cranton's view and builds on her argument, thus adding to the research community a perspective from an educator of colour. The research study adds to the conversation to include perspectives from a novice coloured facilitator in the South African context.

8.10 REFLEXIVITY OF THE PRACTITIONER-RESEARCHER: A FINAL WORD

I started this research journey with a theoretical perspective on transformative learning and the motivation to create a living educational theory. I ended this journey with practical engagement and a revised interpretation and understanding of the value of transformative learning. In this emergence from a caterpillar to a butterfly, I learned that transformative learning theory is about emancipation; to become free from the old to embrace the new, transformed version of the adult learner. I learned that the transformative process is a challenging and difficult journey for a pragmatist like myself, who always want to produce results, and who often forgets the value of reflection. This action research process taught me the imperative value of reflection and self-reflection. I learned that the transformative journey is about unlearning, uncovering, digging beneath the surface to the taken-for-granted assumptions that hold us back from becoming the people we are really meant to be. Growth, development and change are not an easy process, but without these, our potential will wither and we will eventually die unfulfilled; having remained the same as yesterday and less than what we could be. Therefore, critical reflection is imperative in our developmental journey to emerge, break through, find our own voice and not the story of others. Not based on social-cultural factors, past traditional paradigms or belief systems of others. Our living educational theory can only be created, if we are willing to be true to our values and step up to address the contradictions experienced in these values to develop practices to align these.

In this dissertation, the core contradiction in my values that necessitated action was phrased as a small intuitive voice in the back of my head asking: “How can I challenge others to a transformative process, without being open to a transformative process myself?” This reflective question was based on my values of professionalism, ethical leadership, openness and transparency. These values challenged me to action – instead of investigating the possibility of transformative learning theory on others, I reflected on how to improve my practice as novice facilitator of transformative learning through an action research process. What changed was how this learning journey became a venture on not only how to develop others by building leadership capacity, but how I myself developed in the process as practitioner-researcher. This was something like holding the mirror to others through asking them to participate in transformative learning activities and then internalising the challenging journey, and the mirror reflected back on me. It is only then, when I experienced the emergence of democratic practices, that I became emancipated from my old perception of the traditional educator to become a facilitator of an emancipatory paradigm. Removing shackles of the past, readjusting your vision, emerging into a better version of yourself is worth the painful developmental process. I found my scholarly voice and contributed to the research community. It was only when I could unlearn, adjust, relearn, integrate, engage – and find my place that I could create, as expressed in Jack Whitehead’s words:

“My own living educational theory”.

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ANNEXURE 1 – PARTICIPANT CONSENT FORM



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

As the workshops form part of a doctoral research study being conducted at the Centre for Higher and Adult Education at Stellenbosch, I would like give you some details regarding the project.

Research Study : Facilitating transformative learning for leadership development in the Technical, Vocational Education and Training Sector

PhD Candidate: Tania Adams

You are asked to participate in a research study conducted by Tania Adams (Higher Diploma in Education (US); Bachelors Degree in Education (US); MPhil in Education and Training for Lifelong Learning (US) *cum laude*, from the Centre for Higher and Adult Education at Stellenbosch University. The results of the study will be contributed to my dissertation. You were selected as a possible participant in this study due to your leadership/management position held in the Technical, Vocational Education and Training Sector and the valuable contribution that you could make due to your experience in the relevant field.

1. PURPOSE OF THE STUDY

The aim of the study is to explore a theory of adult learning called transformative learning as possible strategy to enhance leadership development in the Technical, Vocational Education and Training Sector.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

Participate in a workshop where the following will be presented:

- How to deal with leadership challenges through a transformative learning approach

3. POTENTIAL RISKS AND DISCOMFORTS

You will be participating in a safe and comfortable venue where no/minimal risk is foreseen at this stage.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

These workshops could empower and capacitate leaders or future leaders for the cardinal leadership role to be played within the Technical, Vocational Education and Training Sector. Lessons learnt could add value to the leadership practices in the institutions and the Technical, Vocational Education and Training Sector as a whole.

5. PAYMENT FOR PARTICIPATION

The leadership development workshops will be presented at no cost to the learners.

1. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of thematic coding

Information will be released in the dissertation and used for educational purpose. You have the right to have access to, review or edit any information that are audio- or videotaped and may be erased if you are not satisfied with the content.

2. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

3. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact Tania Adams at 083 528 0179.

4. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to [*me/the subject/the participant*] by [*name of relevant person*] in [*Afrikaans/English/Xhosa/other*] and [*I am/the subject is/the participant is*] in command of this language or it was satisfactorily translated to [*me/him/her*]. [*I/the participant/the subject*] was given the opportunity to ask questions and these questions were answered to [*my/his/her*] satisfaction.

[*I hereby consent voluntarily to participate in this study/I hereby consent that the subject/participant may participate in this study.*] I have been given a copy of this form.

Name of Subject/Participant

Name of Legal Representative (if applicable)

Signature of Subject/Participant or Legal Representative

Date

SIGNATURE OF INVESTIGATORS

I declare that I explained the information given in this document to _____ [*name of the subject/participant*] and/or [his/her] representative _____ [*name of the representative*]. [*He/she*] was encouraged and given ample time to ask me any questions. This conversation was conducted in [*Afrikaans/*English/*Xhosa/*Other*] and [*no translator was used/this conversation was translated into* _____ by _____].

Signature of Investigator

Date

ANNEXURE 2 – DATA EXTRACTION FORM

Literature Review Phase

ANNEXURE 2 – DATA EXTRACTION FORM

REVIEWER	<u>Tania Adams</u>	DATE	<u>2013-03-20</u>
AUTHOR	<u>Sifakis N (2007)</u>	YEAR	<u>2007</u>
JOURNAL	<u>International Journal of Applied Linguistics</u>	RECORD NO	<u>17(3): pp 355-375</u>
STUDY DESCRIPTION			
Methodology	<u>Action research</u>		
Method	<u>Reflection journals, spoken discourse excerpts, video recording</u>		
Intervention	<u>Video reflective sessions facilitated in an English as lingua franca (ELF) programme. Presented a framework that prioritises active reflection, based on transformative learning theory</u>		
Setting	<u>Greece</u>		
Geographical	<u>Greece</u>		
Cultural/ Keywords	<u>English as a lingua franca, teacher education, reflective teaching, transformative learning</u>		
Participants	<u>ESOL practitioners</u>		
	<u>Number of participants not specified</u>		
Data analysis	<u>Four action research cycles to reflect and debate on issues in English as lingua franca – framework presented.</u>		
Authors Conclusions	<u>Identifying primary issues, raising involved awareness, ELF and pedagogy; Action Plan</u>		
	<u>The author put forward a five phase framework for BIF teacher education based on transformative adult learning paradigm</u>		
Comments	<u>The ELF framework for practitioners is interesting. Based on authentic ELF discourse, reading the ELF bibliography, reflecting on their own feelings, reactions, attitudes, confronting preconceived notions in their own teaching, testing environment (geographical, cultural, societal). Ultimately exploring and projecting their role as ELF teachers.</u>		

- Good article. Useful.

(*) - Add to favourites in Mendeley.

ANNEXURE 3 – QUALITY APPRAISAL CHECKLIST USED TO REVIEW LITERATURE

Literature Review Phase

ANNEXURE 3 – QUALITY APPRAISAL CHECKLIST USED TO REVIEW LITERATURE

Reviewer Tania Adams Date 2013-01-14

Author Lange, E. Year 2004 Record Number 283

	Yes	No	Unclear	Not applicable
1. Is there congruity between the stated philosophical perspective and the research methodology?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there congruity between the research methodology and the research question or objectives?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there congruity between the research methodology and the methods used to collect data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there congruity between the research methodology and the representation and analysis of data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there congruity between the research methodology and the interpretation of results?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there a statement locating the researcher culturally or theoretically?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Is the influence of the researcher on the research, and vice-versa, addressed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are participants, and their voices, adequately represented?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is the research ethical according to current criteria or, for recent studies, and is there evidence of ethical approval by an appropriate body?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Do the conclusions drawn in the research report flow from the analysis, or interpretation, of the data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall appraisal: Include Exclude Seek further info

Comments (including reason for exclusion)

- The article discusses transformative and restorative learning. The study explores the potential of critical transformative learning for revitalizing citizen action.
- Action research methodology applied.
- Keywords: learning, critical pedagogy, action research

ANNEXURE 4 – ADVERTISEMENT FOR LEADERSHIP DEVELOPMENT WORKSHOP

The South African Further Education and Training Leadership Initiative (SAFETLI) is proud to present two new leadership development workshops as part of our mission to serve the FETC community and further research that may benefit the sector. As part of this continued commitment to the sector, we aim to bring you into contact with both international experts in the field of leadership development (such as John Mattone and Norvell Northcutt who were keynotes at the previous two SAFETLI symposia), and cultivate local, contextualized and cutting edge expertise. We would therefore like to introduce you to our two local presenters for the upcoming workshops for which you have registered.

Cathy Robertson has a long-standing engagement with the FETC sector. She started her career in the vocational sector in 1979 and continued to become deputy CEO at Boland College in the Western Cape. She joined our team last year after her retirement in 2011, and has since keenly explored the notion of a postgraduate curriculum framework specifically aimed at developing leaders in the FETC sector. Her PhD work is closely aligned to the requirements set forth in the DHET Green Paper on January 2012, which emphasizes that within three



years, specific programmes to train existing and new college managers have to be developed to ensure that management can provide appropriate leadership for the colleges. Cathy feels strongly that the FETC sector should play

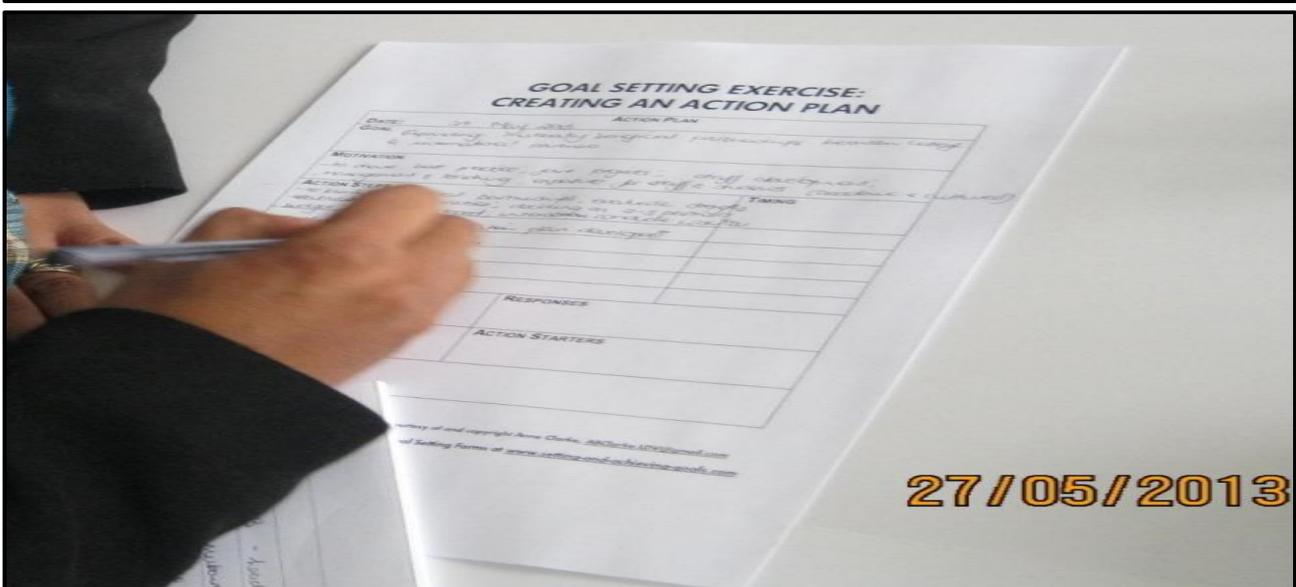
an active role in any decisions made about its future – including any developmental initiatives. She has therefore chosen to gain an insiders' perspective in developing a curriculum framework, which she hopes will inform both policy and practice for leadership development in the South African FETC sector. Her own venerable career in the sector puts her in an ideal position to understand not only the leadership challenges faced by the sector, but also to grasp what you as participants and key role players in the FETC sector want and need.

Tania Adams completed her Master's degree cum laude in 2011, within which she focused on the use of transformative learning theory in leadership development within complex organizations. Tania's professional background in education, training and development and her passion for dealing with challenges in productive ways has lead her to consider how her expertise can be utilized to facilitate transformation in complex organizations such as FETCs. For her PhD project she is particularly interested in how leaders in the FETC sector can transform their thinking about challenges facing them into opportunities for growth and change. Her enthusiasm for working with leaders, coupled with an in-depth understanding of the functioning of complex organizations, makes her an asset to our team.



Both Cathy and Tania are pursuing their PhD studies as part of the SAFETLI project, and their work is aimed at adding to a body of knowledge about the FETC sector by the sector.

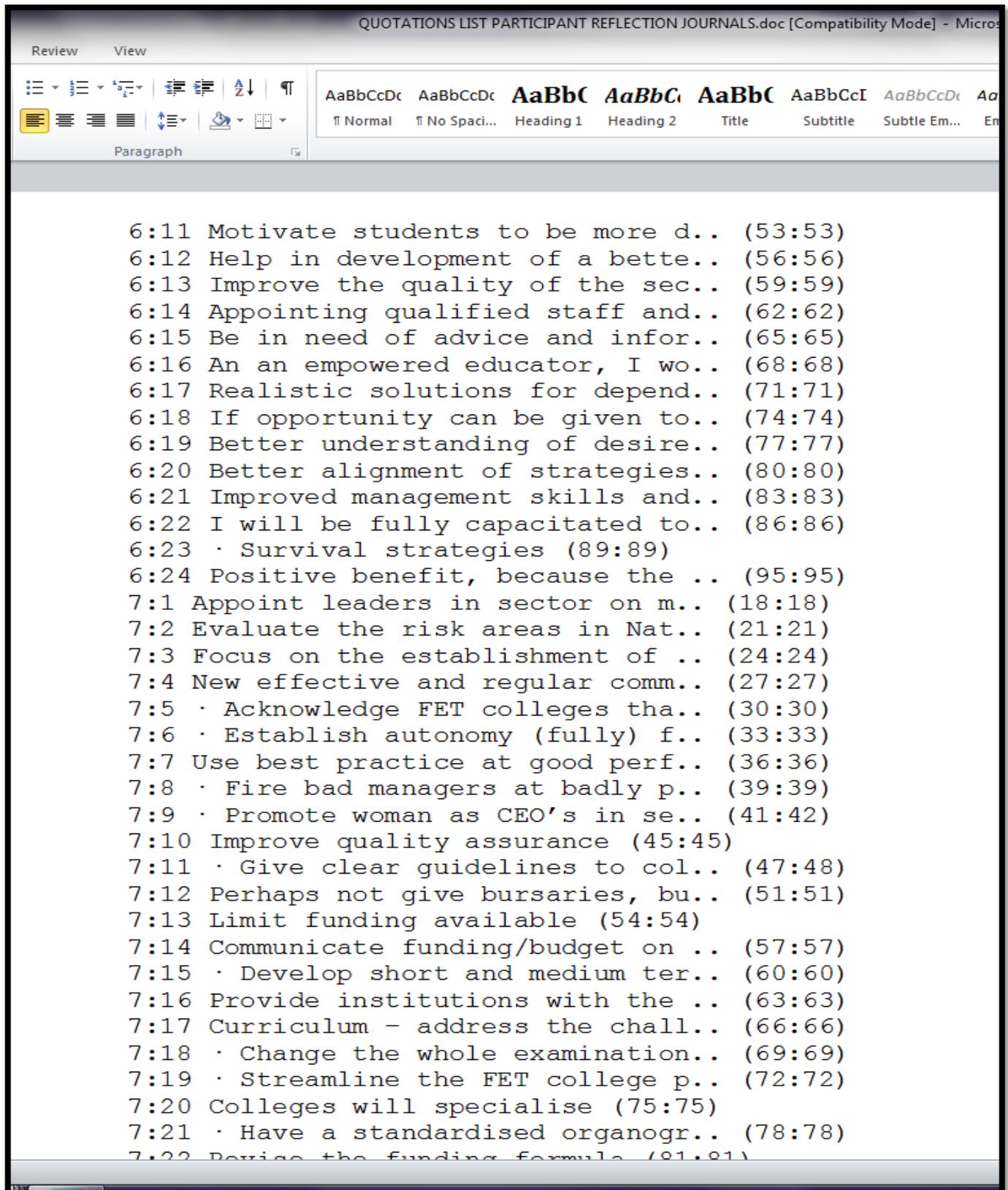
ANNEXURE 5 – PHOTOGRAPHIC EVIDENCE OF LEADERSHIP DEVELOPMENT WORKSHOP HELD



ANNEXURE 6 – PARTICIPANTS WHO VOLUNTARILY SIGNED UP FOR THE LEADERSHIP DEVELOPMENT WORKSHOPS

GROUP 1: LEADERS			GROUP 2: POTENTIAL LEADERS		
POSITION		GENDER	POSITION		GENDER
1.	Leadership (DHET)	Male	1.	Head Of Department: Academics	Female
2.	Chief Executive Officer	Male	2.	Curriculum Manager	Male
3.	Chief Executive Officer	Male	3.	Head Of Department: Academics	Male
4.	Chief Executive Officer	Male	4.	Programme Head	Female
5.	Chief Executive Officer	Female	5.	Marketing Manager	Male
6.	Chief Executive Officer	Male	6.	New Business Manager	Male
7.	Chief Executive Officer	Male	7.	Quality Manager	Male
8.	Chief Executive Officer	Male	8.	Senior Lecturer	Male
9.	Chief Executive Officer	Female	9.	Education Specialist	Male
10.	Chief Executive Officer	Female	10.	Education Specialist	Female
11.	Chief Executive Officer	Female	11.	Quality Officer	Female
12.	Chief Executive Officer	Female	12.	Education Specialist	Male
13.	Chief Executive Officer	Male	13.	Programme Manager	Male
14.	Chief Executive Officer	Female	14.	Manager: Engineering	Male
15.	Chief Executive Officer	Female	15.	Manager: Student Support	Female
16.	Acting Chief Executive Officer	Male	16.	Programme Manager	Male
17.	Acting Chief Executive Officer	Female	17.	Education Specialist	Male
18.	Acting Chief Executive Officer	Female	18.	Academic Head	Male
19.	Deputy Chief Executive Officer	Female	19.	Human Resource Department Officer	Female
20.	Deputy Chief Executive Officer	Female	20.	Artisan Development Manager	Male
21.	Deputy Chief Executive Officer	Male	21.	Academic Head	Female
22.	Deputy Chief Executive Officer	Male	22.	Registrar	Male
23.	Deputy Chief Executive Officer	Female	23.	IDS Manager	Male
24.	Deputy Chief Executive Officer	Male	24.	Academic Head	Male
25.	Deputy Chief Executive Officer	Female			
26.	Deputy Chief Executive Officer	Female			
27.	Deputy Chief Executive Officer	Female			
28.	Deputy Chief Executive Officer	Male			
29.	Deputy Chief Executive Officer	Male			
30.	Deputy Chief Executive Officer	Female			
31.	Deputy Chief Executive Officer	Female			
32.	Deputy Chief Executive Officer	Female			
33.	Deputy Chief Executive Officer	Female			
34.	Deputy Chief Executive Officer	Female			
35.	Deputy Chief Executive Officer	Male			
36.	Acting Deputy Chief Executive Officer	Male			
37.	Acting Deputy Chief Executive Officer	Male			
MALES = 17		FEMALES = 20	MALES = 17		FEMALES = 7
TOTAL PARTICIPANTS					61

ANNEXURE 9 – EVIDENCE OF LIST OF LEADERSHIP CHALLENGES PROVIDED BY PARTICIPANTS



ANNEXURE 10 – EVIDENCE OF SOLUTIONS TO LEADERSHIP CHALLENGES PROVIDED BY PARTICIPANTS

QUOTATIONS LIST PARTICIPANT REFLECTION JOURNALS.doc [Compatibility Mode] - Micros	
Review	View
	
<div style="display: flex; justify-content: space-between;"> AaBbCcDc AaBbCcDc AaBbC <i>AaBbC</i> AaBbC AaBbCcI <i>AaBbCcDc</i> Aa ¶ Normal ¶ No Spaci... Heading 1 Heading 2 Title Subtitle Subtle Em... En </div>	
<p>6:11 Motivate students to be more d.. (53:53)</p> <p>6:12 Help in development of a bette.. (56:56)</p> <p>6:13 Improve the quality of the sec.. (59:59)</p> <p>6:14 Appointing qualified staff and.. (62:62)</p> <p>6:15 Be in need of advice and infor.. (65:65)</p> <p>6:16 An an empowered educator, I wo.. (68:68)</p> <p>6:17 Realistic solutions for depend.. (71:71)</p> <p>6:18 If opportunity can be given to.. (74:74)</p> <p>6:19 Better understanding of desire.. (77:77)</p> <p>6:20 Better alignment of strategies.. (80:80)</p> <p>6:21 Improved management skills and.. (83:83)</p> <p>6:22 I will be fully capacitated to.. (86:86)</p> <p>6:23 · Survival strategies (89:89)</p> <p>6:24 Positive benefit, because the .. (95:95)</p> <p>7:1 Appoint leaders in sector on m.. (18:18)</p> <p>7:2 Evaluate the risk areas in Nat.. (21:21)</p> <p>7:3 Focus on the establishment of .. (24:24)</p> <p>7:4 New effective and regular comm.. (27:27)</p> <p>7:5 · Acknowledge FET colleges tha.. (30:30)</p> <p>7:6 · Establish autonomy (fully) f.. (33:33)</p> <p>7:7 Use best practice at good perf.. (36:36)</p> <p>7:8 · Fire bad managers at badly p.. (39:39)</p> <p>7:9 · Promote woman as CEO's in se.. (41:42)</p> <p>7:10 Improve quality assurance (45:45)</p> <p>7:11 · Give clear guidelines to col.. (47:48)</p> <p>7:12 Perhaps not give bursaries, bu.. (51:51)</p> <p>7:13 Limit funding available (54:54)</p> <p>7:14 Communicate funding/budget on .. (57:57)</p> <p>7:15 · Develop short and medium ter.. (60:60)</p> <p>7:16 Provide institutions with the .. (63:63)</p> <p>7:17 Curriculum – address the chall.. (66:66)</p> <p>7:18 · Change the whole examination.. (69:69)</p> <p>7:19 · Streamline the FET college p.. (72:72)</p> <p>7:20 Colleges will specialise (75:75)</p> <p>7:21 · Have a standardised organogr.. (78:78)</p> <p>7:22 Devise the funding formula (81:81)</p>	

ANNEXURE 12 – EVIDENCE OF DATA ANALYSIS PHASE

Quotation Manager [HU: T_Adams_PhD_Reflection Journal_Open Coding_Raw Data]

Quotations Edit Miscellaneous Output View

Search (Name) X

Id	Name	Primary Doc	Codes	Size	Start	Density	Author
<4:2	research is needed from the on..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	knowledge, knowledge of facilitation of critical reflection, knowledge of facilitation of ...	1	29	11	Tania Adams
>4:3	to find out more about transfo..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	discover, learn, learning, learning processes, open, openness to new learning	1	32	8	Tania Adams
4:4	teachers who reflect on and cu..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	reflection on experience, reflective learning	1	47	2	Tania Adams
4:5	I have a masters degree in edu..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	critical thinking, reflective learning	2	47	2	Tania Adams
4:6	I prepare for my lessons, but ..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	look in the mirror, reflection, reflection on experience, reflective learning	1	48	4	Tania Adams
4:7	it seems rather important in l..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	developmental activities, discover, reflective learning	1	48	3	Tania Adams
4:8	So reflection must be importan..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	critical reflection, critical thinking, openness to new learning, reflective learning, self-as...	1	48	6	Tania Adams
<4:9	We learn about teaching throug..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	dialogue, experience, lessons from reflection	1	51	4	Tania Adams
4:10	I have experience, but I haven..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	self-assessment, self-awareness, self-concept, self-doubt, sharing frustrations	1	51	5	Tania Adams
<4:11	Does this mean I have had mere..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	challenged, critical thinking, defensive, self-assessment, self-awareness, survival mode	1	52	7	Tania Adams
4:12	Does this mean I have had mere..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	knowledge of the self, knowledge of the transformative learning theory, uncritical eng...	1	52	4	Tania Adams
4:13	Because I'll defend this stanc..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	defensive, doubt, internal crisis, knowledge of the self, meaning making	1	52	5	Tania Adams
4:14	Because I'll defend this stanc..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	transformative process	1	52	1	Tania Adams
>4:15	Is sharing and comparing notes..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	critical reflection, critical thinking, dialogue, discover, lessons from reflection, question...	1	55	9	Tania Adams
4:16	And dialogue with others, does..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	critical thinking, discover, doubt, knowledge, openness to new learning	1	55	5	Tania Adams
4:17	As people make meaning throug..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	learn, lessons from reflection, meaning making, openness to new learning, questioning	1	58	5	Tania Adams
<>4:18	I suddenly feel an internal cr..	T_Adams_PhD_Reflection Journal_1_Diary of my facilitation road...	challenged, critical reflection, good enough, internal crisis, look in the mirror, self-asse...	1	58	10	Tania Adams
5:1	Am I good enough to try to att..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	challenged, critical reflection, good enough, look in the mirror, self-assessment, self-a...	1	9	8	Tania Adams
5:2	Yes, I was a teacher and often..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	self awareness	10	18	1	Tania Adams
>5:3	My past experience of teaching..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	critical reflection, doubt, honesty, look in the mirror, reflection on experience, self-asse...	1	30	8	Tania Adams
>5:4	I never enquired or did a post..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	critical reflection, defensive, good enough, look in the mirror	1	33	5	Tania Adams
5:5	My principal never questioned ..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	defensive, reflection on experience	1	36	2	Tania Adams
5:6	So if other students in the ex..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	defensive	1	36	1	Tania Adams
>5:7	But now, I wonder. Was it real..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	challenged, critical reflection, honesty, knowledge of the self, look in the mirror, self-as...	1	39	8	Tania Adams
5:8	Or is this the time to reflect..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	challenged, critical reflection, lessons from reflection, look in the mirror	1	45	4	Tania Adams
>5:9	Will I reach them? Will they c..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	challenged, self awareness	4	48	3	Tania Adams
5:10	What entails the 'learning' in..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	knowledge, learning, questioning, reflective learning	1	54	4	Tania Adams
5:11	Yes, I was a teacher and often..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	deep experience, doubt, good enough, knowledge of the self, look in the mirror, self-a...	12	17	9	Tania Adams
5:12	Yes, I was a teacher and often..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	self-awareness, self-concept	1	18	2	Tania Adams
>5:13	Will I reach them? Will they c..	T_Adams_PhD_Reflection Journal_11_Diary of my facilitation roa...	challenged, critical reflection, knowledge of the self, self-assessment, self-awareness, self...	6	47	7	Tania Adams

104 Quotations [1] 10:14 All Id - Index (eg. 2:33)

ANNEXURE 13 – EVIDENCE OF DATA ANALYSIS: CODING OF DATA

The screenshot shows the Code Manager interface for a project titled "Code Manager [HU: T_Adams_PhD_Reflection Journal_Open Coding_Raw Data]". The interface includes a menu bar (Codes, Edit, Miscellaneous, Output, View), a toolbar with various icons, and a search box. The main area displays a list of codes with columns for Name, Grounded, Author, Created, Modified, and Families. The codes are listed in the left pane, and the right pane shows the corresponding data for each code.

Name	Grounded	Author	Created	Modified	Families
✘ willingness to admit	6	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ self-doubt	7	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ self-concept	8	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ knowledge of the learning environment	7	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ meaning making	7	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ own transformative process	7	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ reflection	8	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ look in the mirror	8	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ adapt	8	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ lessons from reflection	8	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ reflective learning	8	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ openness to new experiences	8	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ defensive	9	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ reflection on experience	9	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ experience	9	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ knowledge of facilitation of critical reflection	9	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ change	10	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ knowledge of the self	11	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ knowledge of the transformative learning theory	11	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ openness to new learning	12	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ honesty	13	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ challenged	14	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ knowledge of facilitation of experience	15	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ knowledge of the relevant learning activities	15	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ supportive environment	15	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ transformative process	17	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ critical reflection	22	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ self-assessment	30	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals
✘ self-awareness	34	Tania Adams	2013-08-...	2013-08-...	Cycle 1: My Facilitation Reflection Journals

ANNEXURE 14 – EVIDENCE OF DATA ANALYSIS FROM PARTICIPANT REFLECTION JOURNALS

The screenshot displays the ATLAS.ti software interface. The main window shows a document titled "nia Adams_PhD_2013_Cycle 2_Data Collected_Reflection Journals Participants 62.pdf". A list of quotations is visible on the left, with the following entries:

- 4:5... Family
- 4:5... Intrinsic motivation
- 4:5... God
- 4:5... I can attitude
- 4:5... Self-motivation – belief in yo..
- 4:5... Mandela
- 4:5... My own drive to be the best I ..
- 4:5... Staff and students
- 4:5... My students? Youth in my comm..
- 4:5... Those who are open minded to f..
- 4:5... Young mothers/families with ki..
- 4:5... Family? Friends? The communi..
- 4:5... Students? People in my commun..
- 4:5... My nephews? Nieces? Brother ..
- 4:5... Some colleagues who look up to..
- 4:5... My colleagues? The youth (our..
- 4:5... The lifes of our students coul..
- 4:5... Always have a listening ear to..
- 4:5... QUESTION 7 HOW DID IT FEEL TO ..
- 4:5... It felt great to share my drea..
- 4:5... It was really a good feeling t..

The main text area contains several bullet points. The second bullet point is highlighted in green, and a context menu is open over it. The menu options are:

- Enter Code Name(s) Ctrl+Shift+O
- Code In Vivo Ctrl+Shift+V
- Select Codes(s) from List Ctrl+Shift+L
- Last Used Code(s): Motivation (Intrinsic/Extrinsic) Ctrl+Shift+Q
- Coding
 - Create Link Source
 - Create Link Target
 - Rename
 - Show Links\tCtrl+RB
 - Unlink Codes
 - Edit Comment
 - Open Network View
 - Delete
 - Speak
 - Copy
 - Clear Selection
 - Select All

The text of the second bullet point is: "It was really a good feeling to share because I felt that it was really a load off my shoulders to share with positive people and get some advice. The fears have disappeared and I can now see another side to my dreams and fears/obstacles. At this stage I think everything is achievable if you stick to your goals and dreams and I am reminded of the runner in the video clip –"

ANNEXURE 15 – EVIDENCE OF DATA ANALYSIS FROM QUOTATIONS USED DURING CODING

QUOTATIONS LIST PARTICIPANT REFLECTION JOURNALS.doc [Compatibility Mode] - Word

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW

2 1 1 2 3 4 5 6 7 8 9 10 11 12 13

8
9
10
11
12
13
14
15
16
17
18

12:19 Fear of failing and not being .. (72:72)
 12:20 Procrastination (75:75)
 12:21 Lack of discipline (78:78)
 12:22 Confidence (81:81)
 12:23 Personal challenges (84:84)
 12:24 Circumstances (87:87)
 12:25 Negative people (90:90)
 12:26 Bureaucracy (93:93)
 12:27 People mind-set (96:96)
 12:28 At times belief in myself (99:99)
 12:29 Getting too bogged down with e.. (102:102)
 12:30 · Sometimes finances (can be o.. (105:105)
 12:31 Personal issues (108:108)
 12:32 Fear of failure (111:111)
 12:33 Not believing in myself (114:114)
 12:34 Enough resources to start (117:117)
 12:35 Demotivated about financial re.. (120:120)
 12:36 The kind of political leadersh.. (123:123)
 12:37 Fear of the unknown (126:126)
 12:38 · Trust (129:129)
 12:39 Negativity (132:132)
 12:40 Only yourself, believe in your.. (135:135)
 12:41 Ignore negative comments (138:138)
 12:42 Long working hours (141:141)
 12:43 Community involvement (144:144)
 12:44 Finances (147:147)
 12:45 Daily grind – I don't feel as .. (150:150)
 12:46 I also don't like to hurt peop.. (153:153)

PAGE 12 OF 14 4891 WORDS ENGLISH (SOUTH AFRICA)

ANNEXURE 16 – EVIDENCE OF TEMPLATES USED TO GUIDE A SYSTEMATIC KNOWLEDGE GENERATION PROCESS

2013-02-01

Cycle 1

ANNEXURE 16 – EVIDENCE OF TEMPLATES USED TO GUIDE A SYSTEMATIC KNOWLEDGE GENERATION PROCESS

ACTION RESEARCH CYCLE NO. 1

STEP 1: A

A NOVICE FACILITATOR OF TRANSFORMATIVE LEARNING'S
ACTION RESEARCH JOURNEY
Facilitator: Tania Adams

ACTION RESEARCH TEMPLATE ONE: IDENTIFY THE PROBLEM

What is the problem?

There is a need for leadership development to capacitate leaders to deal with leadership challenges in the TVET sector. According to the monitoring and evaluation framework (DHET), strategic priorities is the systematic capacity building of management and governance + leadership. Research initiatives are needed to strengthen leadership capacity in the TVET sector.

What is the story behind problem?

Evidence to support the claim is found in the Department of Higher Education and Training Annual Report, 2011/2012; Audit Findings Provincial Summary Report, SAQA, June 2010; Performance and Expenditure Review Report 2013 and the TVET Colleges Technical Task Team Report 2014. Scholary contributions highlight the need for leadership development to address the institutional governance problems in the TVET sector. (Adeleke & McGrath, 2005; Krciak, 2010; Gewer, 2010; Powell, 2012; Krciak, Paterson & Boka, Fisher & Powell, 2007). There is a need to strengthen leadership capacity to help leaders deal with leadership challenges.

Action research template adapted from: Bondy, Evans, 2011a, Bond & Nusproh, 2012

ACTION RESEARCH CYCLE NO. 1

STEP 1: B

A NOVICE FACILITATOR OF TRANSFORMATIVE LEARNING'S
ACTION RESEARCH JOURNEY
 Facilitator: Tanla Adams

ACTION RESEARCH TEMPLATE TWO: IDENTIFY THE PROBLEM

Type of data required	Where from	How will I collect it?	Why do I need this data?
Reflection journals	Group 1: Leaders in the TVET sector	Leadership development workshop	The leaders reflection journals could highlight their perceptions on challenges in the sector
Reflection journals	Group 2: Potential leaders in the TVET sector	Leadership dev. workshop	The potential leaders reflection journals could highlight what is holding them back from becoming better leaders.

⊛ Remember to also draw up:

- Workshop evaluation forms
- Make audio recordings of the workshop
- Keep reflection journals (participants) / files / format
- Practitioner-researcher reflection journals (mine)
- Ask "R" to be an independent participant observer during the workshop. She must observe and give you her notes made about her observations during the workshop.

ACTION RESEARCH CYCLE NO. 1

STEP 1: C

A NOVICE FACILITATOR OF TRANSFORMATIVE LEARNING'S
ACTION RESEARCH JOURNEY
Facilitator: Tania Adams

ACTION RESEARCH TEMPLATE THREE: IDENTIFY THE PROBLEM

What are the data you have collected telling you about the problem?

- The participant reflection journals highlighted that the participants were able to identify the challenges they experienced in the micro, market and macro environment.
- They identified factors which affect their ability to lead
- Some of the challenges identified were based on an objective perspective.
- These challenges ^{are} influences in the working environment that hamper their ability to lead.
- Some challenges identified was based on a subjective perspective. Based on personal feelings, emotions. How they felt about the leadership challenges and how it affected them personally. The data told me the leadership challenges are real.

What do you want to achieve by solving this problem? What is your target?

- I want to facilitate transformative learning to guide leaders to deal with leadership challenges from the inside-out. From a transformed perspective, I want them to change their mindset about the challenges to a point where they feel empowered.

Action research template adapted from: Horan, E. & S. Partridge, 2010

Cycle 1

ACTION RESEARCH CYCLE NO. 1

STEP 2:A

A NOVICE FACILITATOR OF TRANSFORMATIVE LEARNING'S
ACTION RESEARCH JOURNEY
 Facilitator: Tania Adams

ACTION RESEARCH TEMPLATE FOUR: DEVELOP AN ACTION PLAN

What can we do to achieve this objective? (strategy)?

Facilitate transformative learning to the following colleges. Invite the colleges to a leadership development workshop. Split the group in two. Have one workshop in Western Cape and one in Gauteng. Invite Ficks Bay College, Ekurhuleni College, Boland West Col College, Letaba, Umqungulani, Vuselela Campus, College of Cape Town and others.

Who will be responsible for implementing this strategy?

Me and Cathy (Postal and email) invitations must be sent to the colleges to attend the leadership development workshops.

When will this strategy be implemented?

2013 { May → end 2013 (end of the month)
 { June → beginning (beginning of the month)

Cycle 1

ACTION RESEARCH CYCLE NO. 1

STEP 2:B

A NOVICE FACILITATOR OF TRANSFORMATIVE LEARNING'S
ACTION RESEARCH JOURNEY
 Facilitator: Tania Adams

ACTION RESEARCH TEMPLATE FIVE: DEVELOP AN ACTION PLAN

How will you measure success? What are your indicators?

- If all participants who registered for the workshops attend the workshops in May and June in Western Cape and Gauteng + willing to
- If they are able to participate in the reflective learning activities

What data will you need to tell you if you have attained your target?

- The feedback in the reflection journals
- The workshop - evaluation forms
- The registration forms that ticks whether the participant attended/not

Where will you get this data?

- Reflection journals
- Workshop evaluation forms

Action research template adapted from Korten (2004), p. 206; Rolé & Muscatelli, 2012

Cycle!

ACTION RESEARCH CYCLE NO. 1

STEP 3

A NOVICE FACILITATOR OF TRANSFORMATIVE LEARNING'S
ACTION RESEARCH JOURNEY
Facilitator: Tania Adams

ACTION RESEARCH TEMPLATE SIX: TRIAL WAYS TO SOLVE THE PROBLEM

Keep a record here of questions or problem that you want to talk about later.
Use this template to focus discussion with critical friends.

- How was my facilitation?
- How was the attendance?
- Did the participants take part in the reflective learning activities?
- Were they involved during the dialogue activities?
- How was their response to the learning activities?
- Did the participants complete the participant reflection journals?
- How many participants completed all the reflective questions that required a self-evaluation of their leadership abilities?

Tania's research template adapted from Stearns, Evans, Farula, & Muspratt, 2012

Cycle 1

ACTION RESEARCH CYCLE NO. 1

STEP 4

A NOVICE FACILITATOR OF TRANSFORMATIVE LEARNING'S
ACTION RESEARCH JOURNEY
 Facilitator: Tania Adams

ACTION RESEARCH TEMPLATE SEVEN: LOOK AT WHAT HAPPENED

FROM YOUR ACTION PLAN (TEMPLATE 4 AND 5)	FROM YOUR ACTION PLAN (TEMPLATE 4 AND 5)	RESULTS
<p>What did you do to solve the problem? What was your strategy? (how/way to solve the problem)</p> <p>Leadershipdex workshops were held in Western Cape and Gauteng Province</p>	<p>How did you measure success?</p> <p>The reflective incidences in the participant reflection journals was an indication of participation in the learning activities</p>	<p>Did this work? Why/Why not?</p> <p>Facilitating learning in a group/workshop setting with too many people is not ideal.</p>
	<p>What evidence did you use?</p> <p>The participant reflection journals, observer notes, workshop evaluation forms, my practitioner-researcher reflection journals</p>	

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ACTION RESEARCH CYCLE NO. 1

STEP 5

A NOVICE FACILITATOR OF TRANSFORMATIVE LEARNING'S
ACTION RESEARCH JOURNEY
 Facilitator: Tania Adams

ACTION RESEARCH TEMPLATE EIGHT: REFLECT ON WHAT HAPPENED

Why were your strategies successful or unsuccessful?

Facilitating transformative learning in a workshop setting is not ideal. Participants were able to reflect, but the deeper critical reflection was not achieved.

How did outside/internal factors impact on the implementation of your plan?

Too many people. Sixty two participants for this type of intervention is too much. I need a more focused, one-on-one approach.

What would you do differently next time?

Work with the participants on an individual basis, not in a workshop setting.

Cycle 1

ACTION RESEARCH CYCLE NO. 1

STEP 6

A NOVICE FACILITATOR OF TRANSFORMATIVE LEARNING'S
ACTION RESEARCH JOURNEY
Facilitator: Tania Adams

ACTION RESEARCH TEMPLATE NINE: MODIFY YOUR PLAN

Are you going to create a new plan? Or develop a modified plan? How will the new plan be different from the original plan?

- I am going to modify my plan.
- Instead of facilitating transformative learning in a group-workshop setting, I will invite participants to a one-on-one reflective session.

How will you continue to work on the same problem? Or modify the existing problem? Or work on a new problem? Why have you made this decision?

- Will work on the same problem.
- My main objective was not yet achieved.

What have you learned from doing this first five steps of the Action Research Cycle?

- I learned that facilitating transformative learning is not an overnight process. It is not a quick fix. I need patience. I need to facilitate a deeper level of reflection, not the type of reflective activities presented in a workshop setting. The environment for critical reflection and learning activities must be more appropriate

Cycle 1

ACTION RESEARCH CYCLE NO. 1

STEP 7

A NOVICE FACILITATOR OF TRANSFORMATIVE LEARNING'S
ACTION RESEARCH JOURNEY
Facilitator: Tania Adams

ACTION RESEARCH TEMPLATE TEN: SHARE YOUR RESULTS

What information do you want to share with your critical friends?

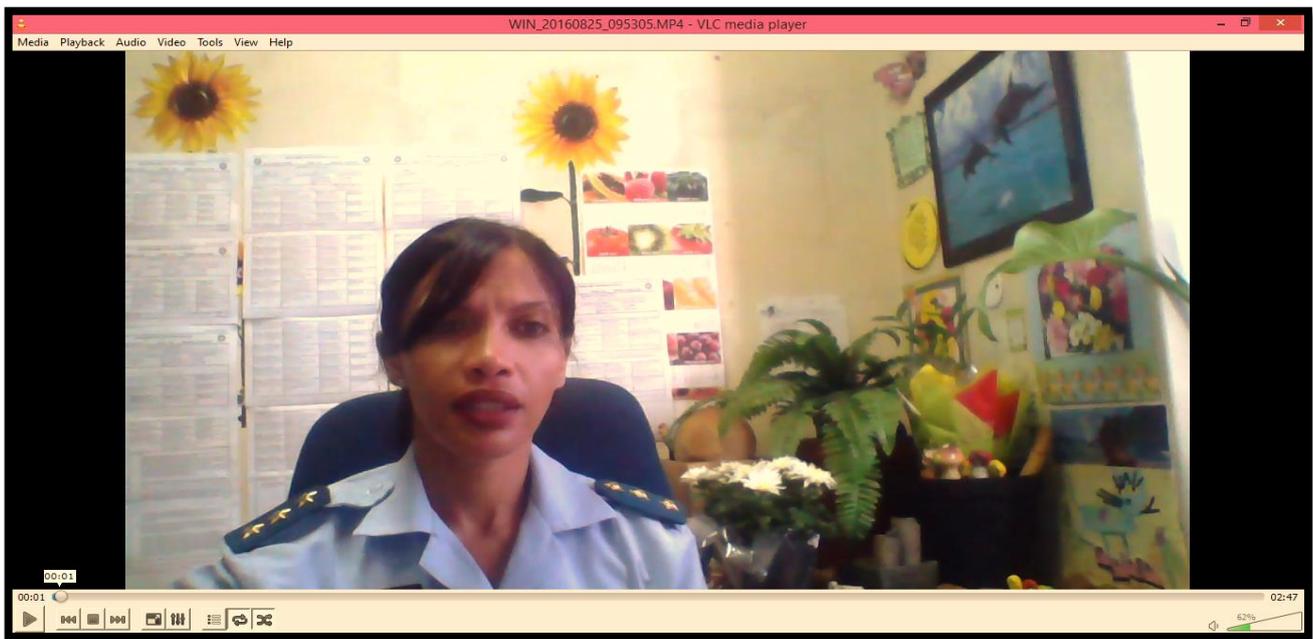
I modified my plan. I will facilitate transformative learning in the next cycle using Mandela as an example to facilitate a leadership capacity building intervention where they must think about/reflect on Mandela as leadership example. How he was able to overcome barriers and challenges. And what they could learn from and apply.

How are you going to share the results with participants or other role-players?

I will share the results at the leadership symposium in Stellenbosch in September. Most participants and representatives from the Department of Higher Education and Training will attend the symposium.

How? What is the best way to pass on this information? Develop a plan for sharing.

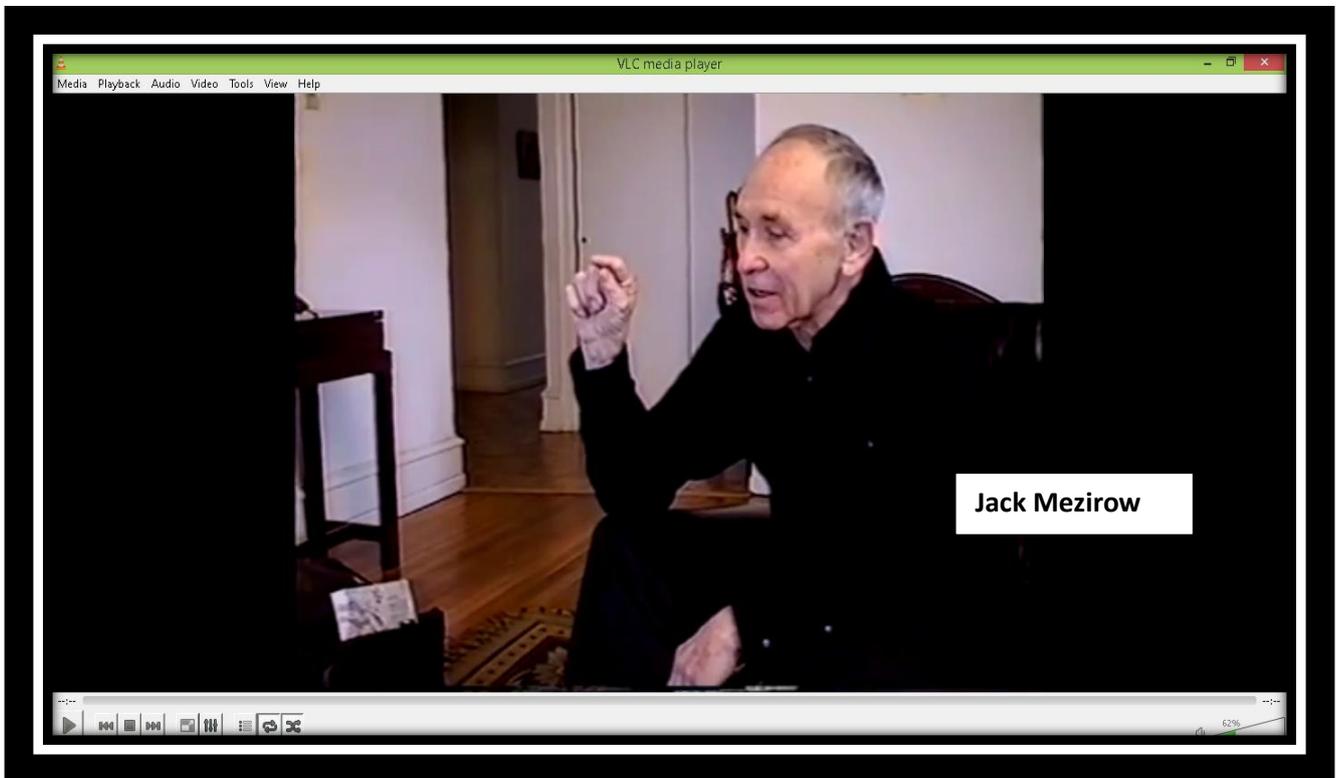
I will make a powerpoint presentation and present the preliminary research findings at that platform.

ANNEXURE 17 – VIDEO PRESENTED AT A POST-GRADUATE FORUM

Transcript of introductory video motivating the need for research. The video clip was presented at a post-graduate research forum to critical friends. The platform was used to introduce my study; share progress and be open to critique.

Researcher: *“As solution to the problem, I wanted to facilitate transformative learning. I viewed transformative learning as a critical tool to help leaders deal with leadership challenges and transform their thinking about challenges facing them into opportunities for growth and change. However, my values rooted in ethical leadership, openness and transparency made me pause and realise: How can I challenge others to a transformed perspective without being open to a transformative process myself? Many writers have contributed to the discourse about facilitating transformative learning, for example Mezirow and Taylor; Yorks and Kasl, Dirkx and Smith and King. However, the existing studies fail to take into account assumed shackles and predispositions of a facilitator from a pre-apartheid educational system in the South African context. This dissertation seeks to share a novice facilitator’s developmental journey. This study therefore argues that critical engagement in facilitating transformative learning could challenge a facilitator towards transformative professional development. This research project provided an important opportunity to advance understanding of the developmental learning journey of transformative learning in the South African context. The study will aim to provide insight in terms of a novice facilitators’ learning experiences, challenges experienced during the facilitation of transformative learning and lessons learned. Secondly, the study will provide insight into the educational influence in the learning of others through the facilitation of a transformative learning curriculum model in a leadership development intervention in the Technical Vocational Education and Training Sector. The potential significance of my research is demonstrated in living educational theory of action research approach. This approach focuses on integration of facilitation, application and discovery within a leadership development setting the TVET sector. I sought to validate my claim to knowledge through an action research approach that would enable practitioners like me to explore their living educational theories as they seek to account for their professional practices.”*

ANNEXURE 18 – I WATCHED VIDEOS WHERE MEZIROW, DIRKX, MARSICK, TAYLOR EXPLAINED WHAT TRANSFORMATIVE LEARNING IS TO BROADEN MY THEORETICAL UNDERSTANDING OF THE CONCEPT TO THUS LINK THEORY TO PRACTICE

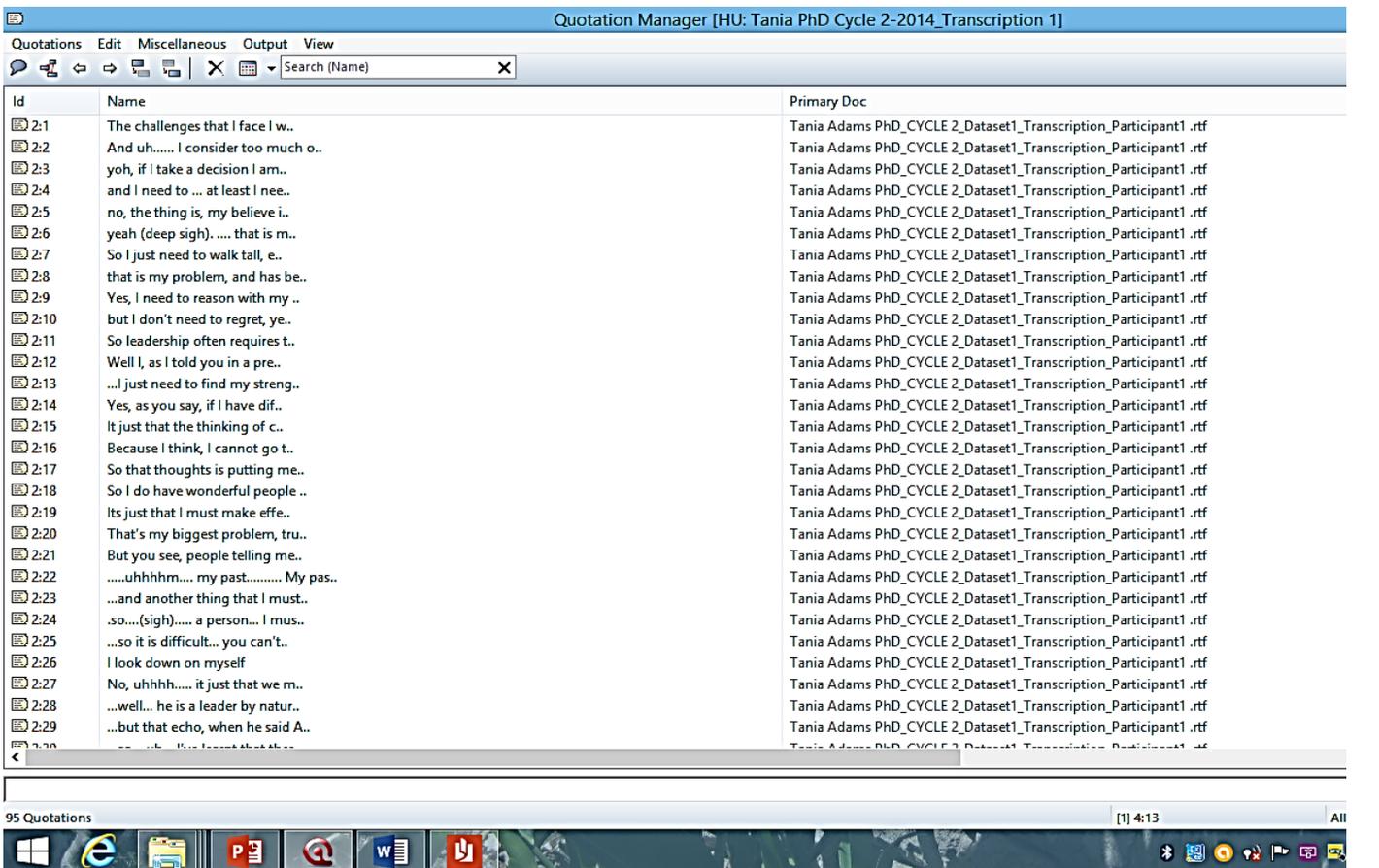
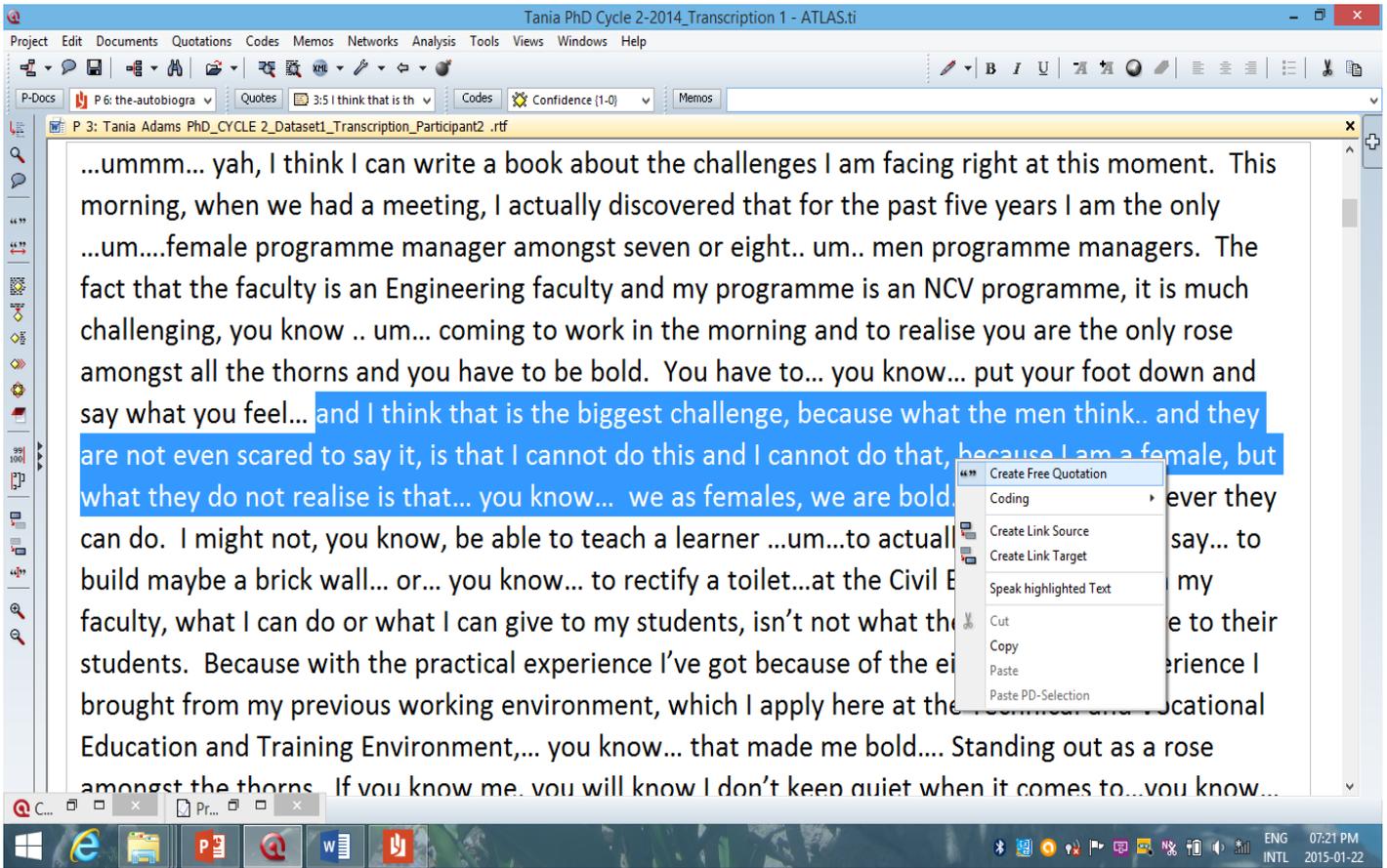


ANNEXURE 19 – EVIDENCE OF REFLECTION JOURNALS

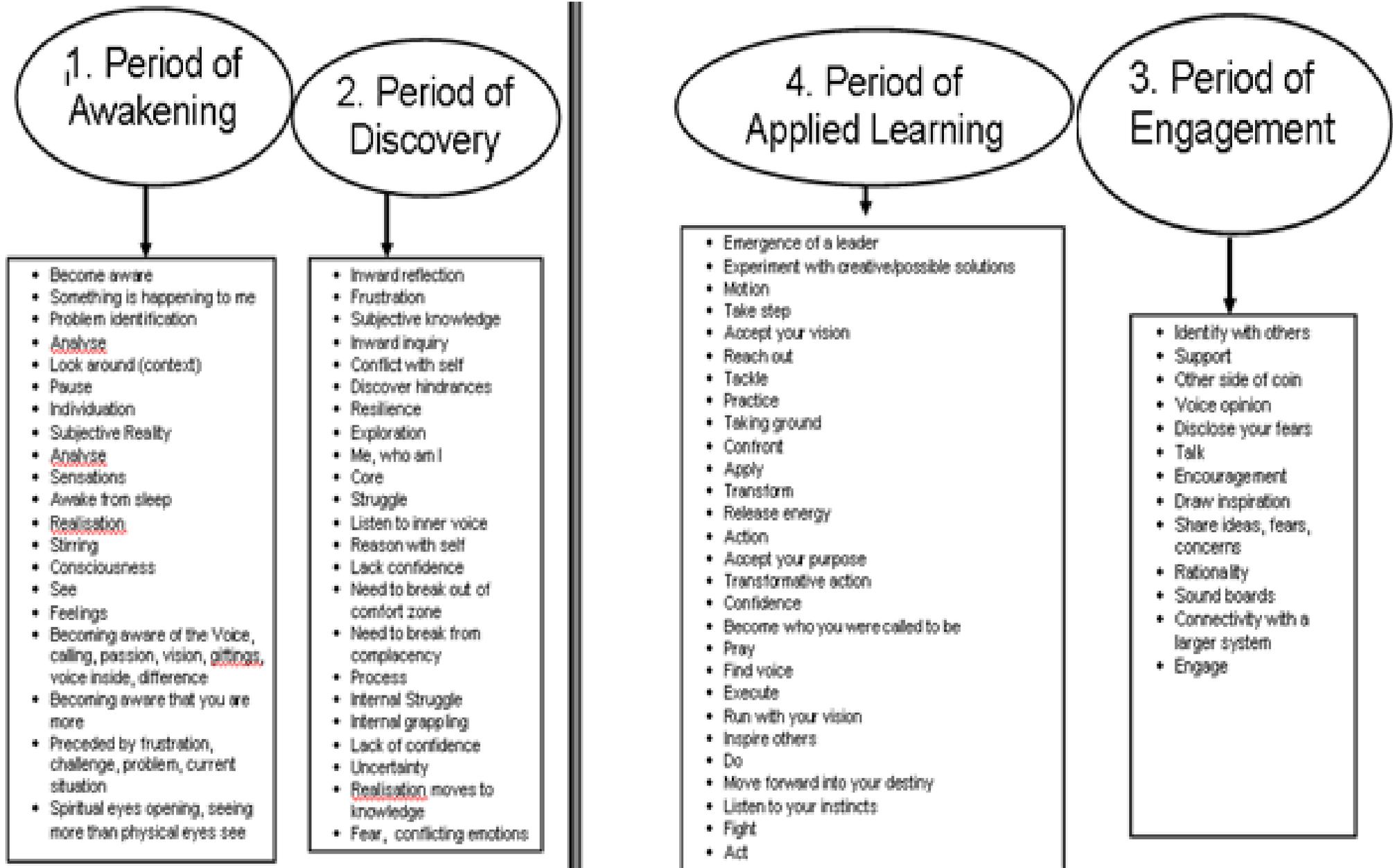
Library Manager						
Libraries Data Sources Extras						
My Library Team Library						
Name	Media Type	Imported	Modified	Size	Origin	
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T_Adams_PhD_Reflection Journal_40_Open Coding_RawData_2013...	Rich Text	2013-08-29 10:52:...	2013-08-29 10:52:...	98,90 KB	C:\Users\Tania Adams\Desk...	
T_Adams_PhD_Reflection Journal_41_Open Coding_RawData_2013...	Rich Text	2013-08-29 10:52:...	2013-08-29 10:52:...	70,67 KB	C:\Users\Tania Adams\Desk...	
T_Adams_PhD_Reflection Journal_42_Open Coding_RawData_2013...	Rich Text	2013-08-29 10:52:...	2013-08-29 10:52:...	103,57 KB	C:\Users\Tania Adams\Desk...	
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T_Adams_PhD_Reflection Journal_45_Open Coding_RawData_2013...	Rich Text	2013-08-28 10:09:...	2013-08-28 10:09:...	309,29 KB	C:\Users\Tania Adams\Desk...	
T_Adams_PhD_Reflection Journal_6_Diary of my facilitation road_20...	Rich Text	2013-08-29 10:52:...	2013-08-29 10:52:...	75,91 KB	C:\Users\Tania Adams\Desk...	
T_Adams_PhD_Reflection Journal_7_Diary of my facilitation road_20...	Rich Text	2013-08-29 10:52:...	2013-08-29 10:52:...	103,97 KB	C:\Users\Tania Adams\Desk...	
T_Adams_PhD_Reflection Journal_8_Diary of my facilitation road_20...	Rich Text	2013-08-29 10:52:...	2013-08-29 10:52:...	70,92 KB	C:\Users\Tania Adams\Desk...	
T_Adams_PhD_Reflection Journal_9_Diary of my facilitation road_20...	Rich Text	2013-08-29 10:52:...	2013-08-29 10:52:...	73,39 KB	C:\Users\Tania Adams\Desk...	
Tania Adams PhD_CYCLE 2_Dataset1_Transcription_Participant1 .rtf	Rich Text	2015-01-21 12:31:...	2015-01-21 12:31:...	168,86 KB	C:\Users\Tania Adams\Desk...	
Tania Adams PhD_CYCLE 2_Dataset1_Transcription_Participant2 .rtf	Rich Text	2015-01-21 12:31:...	2015-01-21 12:31:...	145,98 KB	C:\Users\Tania Adams\Desk...	
Tania Adams PhD_CYCLE 2_Dataset1_Transcription3_Participant3 .rtf	Rich Text	2015-01-21 12:31:...	2015-01-21 12:31:...	102,77 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	412,00 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	285,75 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	339,74 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	275,53 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	259,18 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	268,65 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	306,79 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	321,88 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	269,02 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	338,91 KB	C:\Users\Tania Adams\Desk...	
Tania Adams_PhD_2013_Cycle 1_Data Collected_Participant Reflecti...	Rich Text	2013-06-24 11:12:...	2013-06-24 11:12:...	344,44 KB	C:\Users\Tania Adams\Desk...	

64 documents managed in My Library - total size: 101,87 MB.

ANNEXURE 20 – EVIDENCE OF DATA CODING PHASE



ANNEXURE 21 – EVIDENCE OF DATA CODING PHASE



Cycle 3

LEADERSHIP DEVELOPMENT WORKSHOP

PRE-WORKSHOP PARTICIPANT INPUT

Please help me to ensure the quality of this workshop by completing the following pre-workshop participant input form.

In our previous individual conversations you highlighted some of the leadership challenges that you have experienced within the TVET sector. In our next joint conversation, we will be focusing on discussing these identified challenges. The following questions will enable me to prepare for the discussion about the issues identified to assist you to strategise about solutions to these challenges. I would appreciate your honest feedback that will help me to prepare for this conversation.

1. What challenges play a role in your leadership efficacy?

1) Male dominant colleges.
 2) Resistance change in the TVET sector
 3) High demand for performance.

2. How do you feel about sharing your feelings in a group regarding the leadership challenges you have experienced in the past?

I am open to discuss these issues as it helps my ability to reach my goals + targets I set for myself.

Cycle 3

3. How, if at all, do you currently use reflective communication to learn from your experiences in the workplace?

① I always have to remind myself that irrespective of ~~how~~ ~~fast~~ that I am in a male dominant environment, I as a woman can stand out bold.

I always remind myself that I can do anything a male can do.

② With the constant change of the TVET colleges I just align myself to new changes and take on challenges come with changes a day at the time.

③ The high demand for performance is challenging but I try my best to keep to this demand and succeed as well.

4. How do you feel about developing action plans?

This will be great. It monitors the performance of each programme and I identify the loop holes and how to overcome it.

Thank you. Enjoy the workshop.

(Adapted from Tabaco, 2013, pp. 317-318)

Cycle 3

LEADERSHIP DEVELOPMENT WORKSHOP

WORKSHOP FEEDBACK FORM

Please help me to improve the quality of this workshop by completing the following evaluation.

1. What aspects of the Leadership Development Workshop were useful/beneficial?

Forced me to think about leadership issues.

Saw other peoples perspectives about leadership.

Forced ~~to~~^{me} to identify an issue to address and how I plan to address it.

2. Tell me about your positive experiences of the facilitation of the workshop

Loved the video, stimulation, forced us to focus and look at it through the lens of a leader. It showed that we ~~had~~ need to always strive to improve even when ~~that~~ there are obstacles.

Cycle 3

3. Tell me about any negative experiences of the facilitation of the workshop

Sometimes I didn't wait for Luvn taking, I just chimed in.

4. What suggestions do you have for improvements to the Leadership Development Workshop?

Since we were a small group, we shared our experiences, but if it was a bigger group, contributions would have to be shorter and to the point.

5. Based on this workshop experience, how do you feel about sharing your leadership experiences with others?

Since I'm still new at it and learning, I am eager to share what I have learned, and ask/learn what I have to.

Thank you for your time and input.

(Adapted from Tabaei, 2013, pp. 321-322)

Cycle 3

LEADERSHIP DEVELOPMENT WORKSHOP

Contract for Change Worksheet

Please identify parts of today's learning that you would like to apply back at the workplace to help you grow as a leader. Please answer the following questions:

1. Based on the workshop session, what would you like to **START** doing to grow as a leader?

I would like to think creatively and draw up creative worksheets that are relevant for my programme.

2. What would you like to **STOP** doing that might hamper your growth as a leader?

Thinking that I or those more dominant colleagues are not good enough to do anything.

3. What would you like to **CONTINUE** doing to grow as a leader?

By communicating downwards and identifying the training needs of my team members capacity building.

Thank you for your time and input.

(Adapted from Tabaco, 2013, pp. 323)

ANNEXURE 24 – EXAMPLE OF AUDIO TRANSCRIPT

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training police officials and that is that. That is perceived as not important. So all the resources will go to the Engineering department. And, you know...my perception or my way of thinking , you know... because sometimes I do ...ummmm... say that I am not pleased with the way the resources were allocated. But we vote, and obviously nobody will vote with me because I am the only female and the males will get all the stuff... ummmm...you know.... And one thing that I have learnt is to stand up for yourself as a female here at the college, especially at this college, (... name of college). I'm not talking about the other campuses... we've got five campuses.. so.. uh.. and one thing I've learnt is...to... you know... is that if I know that I'm right, that I also need the resources. That my students also need the resources and then... you know... then I can go to my superiors, our CEO's or deputy CEO's and say that this is how I feel. I can boldly stand up a broader management meeting and say... you know... but why do all the resources are going to them... yah..... so I think that I am not happy at the moment where I am because of the male dominant thing that goes around here but it doesn't stop me from doing what I'm supposed to do here... you know and training our students, because it's all about our students, our clients. It's not about me. . I'm not happy, but its not about me – I have a purpose here that I need to fulfil and that's what I want to do. If I can get the best for my students then I will go out of my way even if I have to go over the head of my campus head as well. So yah...

Interviewer:

So it could help to act rather than just to be negative?

Participant:

Yes, yes. You know, in my previous work I have learnt that we should always follow the chain of command. Here it does not happen. This is not my previous working environment... and I actually discovered when I started here six years ago that... you know... you don't need to go via the chains of command as I was used to. You can even go over the head of the campus, the Campus Head... so that was very difficult for me, because everything I do, I wanted to tell my supervisor and get his approval first that this is what I did... but... you know ... what was difficult and a challenge for me is the first time I stood up against these guys here, the programme managers on the same level as me, is when they... uhhh... when I went over the campus head. It was so difficult for me because I was thinking yoh I'm not used to that and this is really...you know... a thing that...was very difficult for me the first time when I had to stand up to fight for what I want by others who could see my vision. I spoke to my NCV head and told her that this is how I feel... you know... i told her that I'm not happy at this present moment because of the male dominance... they always vote me out in the meetings and...uhhh.... You know....she had to step in for me. But the thing is, the fact that I know that I can go to somebody else higher than them... or...launch my complaint somewhere and that there is somebody that is listening to us... and that is the challenge I was facing and that is how I overcame that to reach out to someone else that share my vision. It was difficult because I am used to the chain of command, but I'm getting used to it through the fact that if they don't listen there is somebody else. That is one challenge.....

And then the other challenge is ... you know... the students ... can I speak about the students...

Interviewer:

... yes...

Participant:

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that student because they cannot actually concentrate on the work..... but... uhhh...you know... one thing I have launched also with this college was a feeding scheme. I saw the need, realised I can do something and launched this feeding scheme. In the beginning it was just thrown from the table because it came from a woman and it didn't actually have the other programme managers approval. I realised I couldn't give up and started our own feeding scheme in our section, Safety and Security, even if the other programme managers didn't approve. Then I went out... uhhhh... I met some of my friends and I asked them for resources. I asked for example please can you maybe give me a loaf of bread and to another can you maybe buy us... you know... some butter... and to another "Can you give us jam, and so forth. And now every week we get bread... you know... we even get sometimes in the winter we get packets of soup. We even get coffee, tea and ...we even got a microwave, and a kettle that we use for our programme. You know... so amidst the challenges that we are facing... I don't let people tell me "No you can not do it" and then we don't do it and just sit and accept it, while I see how my students are suffering and they cannot... you know... concentrate, and so on. I draw strength in myself, I go out there and I go find people that can assist us. Because there are people there outside, that doesn't know about the situation here that are willing to assist us...

That was the one challenge and the other challenge was that the students get bursaries... they get transport bursaries. And they have the attitude that ... joh... they must get it...they don't need to work for it... you know... because they get it freely... and I want to change that attitude with my students. And that is still a challenge for me. Because the students think, ag, its government money, you know... so, we will stay absent today, we will come tomorrow, and then you see us next week. As long as we get the bursary money and we get the transport money... and last year I send a letter through to the Department of Higher Education and Training ... you know ... and I said, "This is not on. We cannot give students transport money but students are not attending". I don't know whether it is my email that changed the whole policy, but this year when we walked in here on the fifth of January, there was a new policy regarding transport money that said that the students must have an eighty percent attendance in order to qualify for the transport money. But... you know... sometimes I really want to change that attitude. And what I did, this year, I started it early with my recruitment for next year which is done. I've got my seventy five students and we had our first physical fitness training in September and we had our second one on the third of December this year. So we instilled the discipline this year already for next year, so that the students know what is expected of them and the discipline and drill goes along with the discipline. So if they start listening to commands it could help to instill the discipline in these students. And what we also did as the Safety and Society staff, we started ... you know... mentoring them on the bursary, and that it is a privilege to get that, it is not a right. It's not that you must get that.

Interviewer:

... yes, not that you must get it...

Participant:

Yah...and... so they are starting to realise now that it something they have to work for, but I must still do that with my level three and four students next year when they come back. So that is the challenges. The one is the male dominance, but I'm dealing with that in terms of my approach thereto. The other one is the feeding scheme of my students and then the attendance of my students... you know... the fact that they must change their mindset that it is a privilege to be here. Because I had three hundred interviews, but I can only take seventy five students. So that is ... yah...

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the challenges that I face.

Interviewer:

What do you need to break through amidst this challenges. You already identified and had action steps for the one and the other one where you send an email and got a positive response. If you can think of for example the male dominance. How do you break through that barrier?

Participant:

...yoh... it's difficult to answer that question... will I ever be able to break through to men... because ...you know...uhm... I think... uhm... they know that I'm firm... you know...and that I say what I want to say and what is in my heart. So they won't ... there's never when they will tell me no, but the fact is, this is an engineering campus and I don't think, yes... we are the best performing programme, if you take the five campuses and look at their performance for the past five years so if you look at our certification rate and our ...uhm... our pass rate. So we are tops. I think that is a way of breaking through, proving to the men my worth as a female leader. Because they could not achieve the pass rate without my part in it as well. I therefore need to understand and realise that I am important too. My role here are important. If they take me out of (college name) they will have a thirty or a forty percent pass rate. Currently we are standing for all the programmes at this campus at fifty five percent. But if you take a hundred percent pass rate our section are contributing, it improves the overall pass rate of the college. So they won't be able to take me away here and place me at Khayelitsha or place me at Muizenberg without it affecting their overall performance. They will have to stick with me, because our section are the best performing programme. So I realise my importance and I acknowledge the role that I have to play in this organisation.

Interviewer:

If I take you back to the clip of Mandela in the cell, he had the barriers of the prison walls, but amidst that he had his mind and his spirit and all of that that kept him going. What can you use to keep you going specifically in your situation

Participant:

Now I want to answer you through this example. I'm the only programme for which the recruitment is completed for next year already. It is December, and I don't have to go run around this time of the year to look for students to fill my programme of next year. The other programmes that are headed by the males are still going to have interviews in January and they must still fill their classes. My classes are filled for next year. What am I doing different? I started in April already with my recruitment and open the application process for this programme (.....). I did my interviews, I did my testing of everything to see if the learners qualify. I told you in September we already had our physical fitness tests and we did the second one in December. That is different to what they are doing. They are still looking for students. What I do different? I myself go out in the community. I do presentations on my programme. Not only my programme but all the programmes, but I focus on my programme in that when it comes to my programme I am there to answer that questions and I also address their programme questions as well. And what I am going to do different next year, which they are also jealous of is that I am going to have my own orientation in my section where I will have a career management advisor to guide the students in that regard. I invited the Dog Unit, Navy and Correctional service who will all have a stall here outside. I will further have a motivational speaker to motivate the students. Each student will get a balloon and they will write their dreams

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on that balloon and then at a certain time they will let the balloon fly. This initiative is new. The reason why I am having my own orientation is because the college also do have their orientation, but I wanted to have my own orientation to involve the parents. So through this we are going to establish my own parent committee – a new initiative to the(college name). I feel with the type of students that we are having – some of them are already 25 years old, they must be between 18 and 25, I need the parents involvement when it comes to the education and decision making regarding their education. Because students do get all these money, but their parents don't know that they are getting all these money. So the parents can help with the accountability thereof. That's why I am having my own orientation to get the parents also involved in a parent committee. When there's problems I can phone the parents, which we do in the programme. If a student didn't attend for two days we pick up the phone and phone the parents and ask them "where is your child", although they are "big" in their own eyes. That is what I am doing different and that is not what they like here. They don't like that we are doing these things that put us at the competitive edge. We are organised, we already know which teachers are presenting what subject, etc., which leave them quite behind. And that is how I overcome my challenge in the small area that I am.

Interviewer:

If a can summarise those things that you said and give names to those leadership skills that you used proactively to overcome your challenges actively amidst your challenges, what would you say?

Participant:

I use planning, and pre-planning, resources, network and connections, my creativity, my drive, my passion. Amidst all of my challenges I could use what I had inside and in my environment to overcome. Although I don't have the technology which they have, we are working around that. You know, there's one thing I didn't mention. My lecturers in the section are from the first lecturers that is using blackboard to the facilitate the lessons to the students. They use clips like you do now. The main goal is to let the students think for themselves and not let the lecturers think for them. They are learnt to work on their own. This is not school. This is the college. We fall under the department of Higher Education and Training. We're not a school and we don't treat our students like kids anymore. They're all have got matric and they are here to study. We actually let them do their own thing. We send their tasks three months before, like in January when they come for classes the first time they will get their three tasks for the year which they can do in their time. We do have resources where they can use the internet and stuff. So that is what we do and that is not what the other programmes do, you know, they don't like that. Because they don't have the lecturers or staff that is so passionate about the students. They seem to follow my vision and my dream. That is also their drive, that is what they also want. I mean, for example two of my lecturers are currently busy with the timetable for next year. Why must I do the timetable when I have capable people to do it. I'm not going to be in the class. I empowered two of my lecturers and they are currently busy with the time table. It is not about me. It is about empowering the next person for the chair when I am leaving....you know... so that is what I decided to do different. And, you know, if you listen to the female staff that is working with the other programme managers, the male programme managers in specifically, when I am busy with other programmes with the ladies for example for Mothers Day or Women's network, and Child Abuse programme, they will ask me cant they be in my team. Because the lecturers do have fundamentals like English and Life Orientation that they will be able to present. Then I say no man, stay by your guys, bly ma by hulle, you know... but the thing is we do things differently and I realise that works for me to not look at the challenges, but how I can approach it to

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not be overwhelmed. I don't see my staff as staff. I see them as my friends, as my family. So when they feel down, I feel down, you know. I connect with them in such a way as a leader. When they cry, I cry. When they laugh, I laugh. So that is why we are actually doing excellent. That is why the Campuses want us to come to them.(college name of other college) asked us if our section can't move to their campus because they only present IT and Business and Office Administration. But the Campus Head said "no we cant go". Because he knew that if we go, then they're not going to have a good pass rate at the end of the day. So yes, the challenges is there, I'm telling you. They are there every day. But I get, you know over it. On Monday I was scolded at. They scolded at me in front of all the staff. I get that regularly. You know... as the woman programme manager. And I told the Campus Head of Friday, he said to me, but he's sorry that he went off at me in front of others. I said ok, its fine. But you wouldn't have done it to the other male programme managers eg. to that one or that one, and I didn't mention names. But you will do it to me. Gladly I kept my mouth and didn't say everything I thought. So, I do have challenges. I'm not gonna deny it. Its not roses and moonlight every day. It isn't. it is difficult working in a male dominant working environment. But I think my previous working environment actually prepared me for this, because in my previous working environment it was also male dominant. You as the female worker would only be doing the administration. So I think the previous working environment prepared me and as I think, I'm thinking about that and I thought yoh, that's why I'm here now. Because my previous work experience prepared me for a male dominant working environment. As I came from a male dominant working environment and here I come in exactly the same environment, but my attitude had to change and I had to decide what am I going to do about it. So I had to do the best that I can. I had to be different. I cannot do things the way they do it. I'm a female. I have to be different.

Interviewer:

Can I ask you to just, im gonna use these words, but that learning experience that you said, just complete the sentence in your own words. So you realised? What did you realise about your situation?

Participant:

Because I came from a male dominant environment and I am back in a male dominant environment, but the previous environment and the experiences there actually prepared me for this environment.

Interviewer:

And what do you realise about yourself/

Participant:

It actually made me realise yoh, you know, I have accomplished so much in this environment because of the lessons learnt in the previous environment and the experience that I gained there. I am actually doing stuff now that I wouldn't have done in my previous working environment, but I am doing it here because of the courage I gained, my growth and the lessons learnt. And im doing things differently. Just to show the male that I am a woman. I can do what you can do and I can do it much better than what you are doing and that is what I realise about my situation that I can stand out. Wherever I go, if I go to any of our campuses people know about(participant name) because (participant name) is doing things differently. I had the police here for my physical training of my new recruits. I took photos. There are photos for my CEO and published in

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the DHET Times for this and this and that, and... you know... I don't need to feel like joh... in the beginning I felt so worthless and told myself its only this programme, man, its only NCF that I am a programme manager of and that my programme was not that important, like the other programmes. But now that I have accomplished so much, I can walk boldly and look everyone in the eyes and say, but this is me. This is my programme that I am leading, this is my family, my staff. We can do things much better than them. And nothing is going to put me off if theyre not happy with my ideas.

Interviewer:

In the beginning Mandela spoke with his friends about his ideas. Who do you engage with in your leadership walk

Participant:

The first thing I do is that if I had a vision or dream, I will ask God if this vision is part of His plan. If I feel that satisfaction that this is what God wants me to do, I will come to my staff and share the idea and vision with them. Like with the whole recruitment planning, this vision I had to do it differently and start early in the year with it and follow a new way of doing it. They told me that they will support me wherever they can. And they do. Because if I need them on a Saturday when I go to the community with an initiative, they will assist me. They will come. Saturday is your off day. You don't need to do that. Any new thing, even if my staff has something that they want to do or try something new in our section, I will support them. I will encourage them and say, no don't worry, come we try it. If we fail, we know, ok its fine, but if it's a good initiative then its good. Then we go on with that then. So my immediate surrounding is my staff, I will go to them with the idea and ask, can you add, must I take it away? Can or will you assist me. So I try to get them on board with the idea. That is important. Then I will go to my campus head. He comes from an engineering background. Sometimes he will say, no man, I don't think that can work here at(college name). But I don't stop there. If I really believe in it I will go to my NCV head. She's a lady and sometimes understand my perspective. I will then ask her "this is what we want to do, what do you think?" She will always tell me "..... (participant name) you go ahead, do what you're supposed to do. If it fail, it fail. If it succeed, well done." And since we started with new things, it didn't fail yet. You know, we don't have any failed initiatives. Because I think it is because of the support of my staff and we are working in a team. And even though I don't always get the support of my campus head, but my NCV head sits at Central, and the fact that she then use her influence to speak to the CEO and the Deputy CEO to get the approval for the project or initiative that we want to launch they will say its fine. You know, I asked them for drivers licences for my students because they cannot afford to for drivers licences. And I'm telling you. For the past two years now the college is getting over a hundred thousand every year for students to do their learners and I had a company that comes in here that do the drivers licence. Because its important for them to have drivers licence if they want to go the police or to be a traffic officer to have their drivers licence. So I don't know where they get the money from. I don't even care. But at least the initiative that we took in my section to attempt to get these students to get their drivers licence has paid off. At least they are giving me the money for students to get their drivers licence. That is important. So the important thing is teamwork. I as a leader cannot do it on my own. Like last year in November we had one hundred percent pass rate. Out of the five subjects we had hundred percent pass rate in three subjects. In the other two subjects presented we got ninety two and ninety eight percent pass rate. But the lecturers,(lecturers name) had three subjects where she had hundred

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Interviewer:

Then, any other actions? You have mentioned a lot, but something that you didn't address yet. Can we think of action steps for that?

Participant:

I think that there is still one that I addressed, but I didn't put hundred percent focus on it. It is to get this programme on the level of the programmes that are occupational. We were in the process of doing it and then DHET just stopped us because of financial constraints and they don't actually classify this programme as high as the scarce skills programmes. So that is why they actually, they didn't stop, but they put it on hold. But what we did from our side, we already applied for a presentation and proof of feedback, which we got up until 2016. So we can actually present certain programmes, but it is only up to DHET now. Because we are trained assessors and moderators and SETA already approved our qualification. It is only that thing, that is the only challenge. But I send DHET an email three months ago to reconsider the whole process, because we really want to do it. There is a need, because if you look at especially we are having(institution name) here next year. And most of their staff don't have matric. But they cannot do this programme because this is a three year programme. If they can just give us permission to look at what do they have. Eg if they don't have matric, we should for example look at how many subjects do they need, can we present those subjects, etc. So all these things, that is still what we want to do and I think there is a need for that. It is not only(institution name) that need that alternative option to be presented by us. From the community there are also people that want to go into like Law matric, and here we have it, but we don't actually give it or present it because of the limitations on the requirements to do the programme. So that is the only thing that is still outstanding, that I really want to do next year. I am trying my utmost best, even if I have to get in somebody higher to work with me.

Interviewer:

Can I follow up on that project? Even if there are small action steps that you do, I would like to, if possible follow up on your progress regarding that

Participant:

Yes you can do that. Yah, yah, definitely. I can email you the stuff or progress I am making, or whatever. I can email you progress or cc you when I send emails out on whatever we do. So that is the only challenge that I am facing. But I really want to do this project before I leave. You know, I it to be occupational. The nated programmes are the N4 to N6. But most of our students, actually all of them don't have matric. Now they must do another three years. And they are getting a certificate, but at least we assist with job placement. So that helps a lot because most of them said "miss, we're already two years at home, we don't get work, so we rather come back and study". Because we heard that(other college name) assist also. We do assist with job placement and that helps.

Interviewer:

Mandela said in his book: As I walked out the gate that would lead to my freedom, I knew that if I didn't leave my bitterness and hatred behind, I would still be in prison. You say you might leave here. What do you need to leave behind to move forward?

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Participant:

I think have learnt here to perservere. So i I want to leave behind a legacy of perserverence. I want to know that I kept on, no matter how dark things looked. Although with the male dominance, I think I want to look back and say I perservered. And the fact that I succeeded in what I wanted to do here. And the fact that, when I leave here, my staff that stays behind should do things differently than what I have done. Or maybe just go on with the different type of things we did in(learning programme name) in order for us to still be on top and to show that we can do it, you know. So that is the legacy here. They must miss me if I go and say(participant name) would have done it this way or (participant name) would have done it that way. So that is what I discovered about myself, that I can perservere amidst opposition, and that example is what I want to leave behind to those who need to follow in my footsteps through my leadership example. So it should teach them that whatever they do and whatever they say, don't or should not put me off. But that I can still perservere and still do my best although there are challenges that I am facing.

Interviewer:

And then, lastly, is there any lessons that you can draw from Mandela's life? What have you learnt?

Participant:

There is things I think I can learn from in my own situation. Like, the first thing I saw on the clip was his teamwork. I can draw from that. The second thing is he had a dream and what was important for him was education. Because education open doors. And that is the thing I actually, the first day when my students start that is the one thing that I tell them, that education open doors. You can tell me "yes miss, but my brother have got a degree in whatever but he is still at home". But I really believe what Mandela believe, that education open doors, and then you wont stay behind. Or you will not be in a shack for the rest of your life, like some students in that circumstance in life.

The second thing, when he was in his cell, is the fact that, you know, although he was in that small cell, didn't go sit and lay on his bed and say its all over, this is the end of my life. He did his physical training. he still thought about what he still want to actually accomplish when he maybe one day come out of here. And that is one thing that I can learn. Although I am in this male dominant environment, I can still say, but I AM a female, I am going to stay a female, and nobody is going to change that, but I can do the best that I can do. And that is what I want to leave behind.

Interviewer:

Thank you so much for your time.

Participant:

It's a pleasure.

ANNEXURE 25 – EXAMPLE OF LIST OF QUOTATIONS ANALYSED DURING CODING PHASE

List of current quotations (34). Quotation-Filter: All

HU: Tania PhD Cycle 2-2014_Transcription 1
File: [C:\Users\Tania Adams\Documents\Scientific Softw...\Tania PhD Cycle 2-2014_Transcription 1.h
Edited by: Super
Date/Time: 2015-01-21 15:37:19

- 2:1 The challenges that I face I w.. (20:20)
2:2 And uh..... I consider too much o.. (20:20)
2:3 yoh, if I take a decision I am.. (32:32)
2:4 and I need to ... at least I nee.. (44:44)
2:5 no, the thing is, my believe i.. (68:68)
2:6 yeah (deep sigh). that is m.. (68:68)
2:7 So I just need to walk tall, e.. (68:68)
2:8 that is my problem, and has be.. (68:68)
2:9 Yes, I need to reason with my .. (80:80)
2:10 but I don't need to regret, ye.. (80:80)
2:11 So leadership often requires t.. (86:86)
2:12 Well I, as I told you in a pre.. (104:104)
2:13 ...I just need to find my streng.. (116:116)
2:14 Yes, as you say, if I have dif.. (134:134)
2:15 It just that the thinking of c.. (146:146)
2:16 Because I think, I cannot go t.. (146:146)
2:17 So that thoughts is putting me.. (146:146)
2:18 So I do have wonderful people .. (147:147)
2:19 Its just that I must make effe.. (159:159)
2:20 That's my biggest problem, tru.. (159:159)
2:21 But you see, people telling me.. (184:184)
2:22uhhhh.... my past..... My pas.. (196:196)
2:23 ...and another thing that I must.. (208:208)
2:24 .so...(sigh).... a person... I mus.. (220:220)
2:25 ...so it is difficult... you can't.. (232:232)
2:26 I look down on myself (68:68)
2:27 No, uhhhh..... it just that we m.. (268:268)
2:28 ...well... he is a leader by natur.. (292:292)
2:29 ...but that echo, when he said A.. (304:304)
2:30 ...so... uh... I've learnt that ther.. (316:316)
2:31 ...not really, its just that I h.. (328:328)
2:32 And I want to leave that hope .. (316:316)
2:33 ...uhh... (sigh) ... I've learnt tha.. (340:340)
2:34 I need to go for counselling. (340:340)